

LEADER DEVELOPMENT: WHAT THE ARMY CAN LEARN FROM
COLLEGIATE COACHES WHILE EMBRACING DOCTRINE
AND THE ART OF COACHING

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ABSTRACT

LEADER DEVELOPMENT: WHAT THE ARMY CAN LEARN FROM COLLEGIATE COACHES WHILE EMBRACING DOCTRINE AND THE ART OF COACHING, by Major Andrew D. Staples, 103 pages.

This study examined the techniques employed by collegiate football head coaches in the development of their assistants and staff, exploring how coaches influence leader development in the athletics arena. By conducting a comparison of current doctrine and coaching techniques, this paper will seek to identify key differences and uncover common practices shared by both the head coach and the Army leader. Within any organization, leader development is essential for success. This statement could not be more appropriate when analyzing a unique culture and complex organizational system: the Army and collegiate football. Though current doctrine clearly identifies what the Army must do on a macro level regarding leader development in general, it lacks specifics when dealing with developing the staff. Utilizing the techniques developed by collegiate head coaches to develop their staff, the Army can gain resources to support its efforts on developing its staff. Coaching as a method is paramount to the premise of leader development and it is an area which directly supports development of staffs and subordinates.

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This research paper grew out of an idea that Army could do more to develop leaders into exceptional coaches. I have always seen football coaches, especially in the collegiate ranks to be the pinnacle of leadership and leader development. Much of this due to the relationships I developed during my youth when first introduced to team sports. We should continue to strive to further enhance leadership training and leader development.

I would like to thank Commissioner Mike Slive of the Southeastern Conference and his staff for making it possible to conduct an interview during the season. His thoughts on organizational leadership were insightful and have been crucial to this research. I would also like to thank Coach Mack Brown of the Big 12 Conference for supporting the development of this paper. Coach Brown is a great supporter of the military, having done a USO visit to deployed troops. His staff was extremely supportive in allowing me access to him during the season. A special acknowledgement is afforded to Ms. Eryn Macmahan who helped arrange the interview with Coach Brown, this would not have been possible without her.

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ACRONYMS

AAR	After Action Review
ALDS	Army Leader Development Strategy
AR	Army Regulation
ARFORGEN	Army Force Generation
BCT	Brigade Combat Team
CCC	Captains Career Course
FM	Field Manual
ILE	Intermediate Level Education
MDMP	Military Decision Making Process
NCAA	National Collegiate Athletic Association
NCO	Noncommissioned Officer
POI	Program of Instruction
SEC	Southeastern Conference
TTP	Techniques, Tactics and Procedures

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CHAPTER 1

INTRODUCTION

[O]nce we had taken out his eyes, what we did could best be described as the 'Hail Mary' play in football . . . I think you recall when the quarterback is desperate for a touchdown in the very end, what he does is steps up behind the center and all of a sudden every single one of his receivers goes way out to one flank and they all run down the field as fast as they can into the end zone and he lobs the ball . . . in essence, that's what we did.

— General H. Norman Schwarzkopf
CDR USCENTCOM

An Army leader and a head coach, two respective leaders, two respective ideas with one goal; to develop a team that can achieve victory. Leadership is not innate, it is developed. Parallels may be drawn to leader development in many areas, whether it is employed by a school teacher with a class of students or a parent with a child, the goal is to teach and develop valuable skills that can be carried onward. How then can a parallel be drawn between a head coach and an Army leader? Campaigns have been waged on both the playing field and the battlefield to achieve victory.

This study will examine the techniques employed by head coaches in the development of their assistants and staff, exploring how coaches influence leader development in athletics. By conducting a comparison of current doctrine and coaching techniques, this paper will seek to identify key differences and uncover common practices shared by both the head coach and the Army leader. Within any organization, leader development is essential for success. This statement could not be more appropriate when analyzing a unique culture and complex organizational system; the Army and athletics. Army doctrine dictates that leaders are developed in three distinct domains: Operational, Institutional and Self-Development, otherwise known as Training,

Education and Experience (Department of Defense 2011b, 2-6). Doctrine also supports the notion that the Army is a “leader factory”; developing leaders at all levels, ensuring growth and success across the board. How do we develop leaders? And can we use techniques developed and utilized by collegiate head coaches to enhance our capability to develop effective leaders?

Though current doctrine clearly identifies what the Army must do on a macro level regarding leader development in general, it lacks specifics when dealing with developing the staff. Utilizing the techniques developed by collegiate head coaches to develop their staffs, the Army can gain resources to support its efforts on developing its staff. Coaching as a method is paramount to the premise of leader development and it is an area which directly supports development of staffs and subordinates. The Army could learn many valuable lessons regarding effective coaching techniques from these established organizations. In difficult problem sets, Army leaders should explore closely the collegiate athletic head coaches’ best practices and their views regarding creativity and imagination. We will find creative energetic staffs that master critical thinking, are able to frame problems from multiple vantage points all in pursuit of overcoming the opponent. Additionally, Army leaders should look to head coaches for their techniques in handling situational and environmental stresses placed on themselves and their staffs.

It was the darkest day of my coaching career (referring to his 36-35 loss to Pittsburgh). The West Virginia fans were really upset. I had never seen football fans so mad before. A few guys were beating on the door to our locker room, demanding that I come out. I thought they were going to kill me. We had to wait until the fans left the stadium before state troopers could escort me back to the team bus. It was one of the few times I questioned whether I was a good enough coach to lead my boys to victory. “Lord, please provide me the strength to overcome this,” I prayed. The West Virginia fans doubted me for a long time after that Pittsburgh loss. We came back and won four of our last five games to finish

8-3 in my first season, but the only score the fans remembered was the 36-35 loss at Pittsburgh. (Bowden and Schlabach 2010, 85)

Head Coaches

Fans and loyal followers of prescribed teams place the “Win” or the “Lose” on the shoulders of the head coach, which is not much different from how we view military commanders during campaigns. The winning coach is idolized and viewed with the highest regard of a great leader. He is the leader of his team and is charged with setting the tone and providing vision. The responsibility for development of the team and organization as a whole lies solely on the head coach, much like the responsibilities bestowed upon the commanding officer in our formations. Army doctrine on leadership development defines coaching as providing the guidance of another person’s development in new or existing skills during the practice of those skills (Department of Defense 2006b, 8-67). Head coaches do this year in, year out, developing their organizations, especially their staffs, ensuring they realize their potential, thus enhancing their performance. The head coach may direct what he wants his assistants and staff to focus their effort on, giving his own form of commander’s guidance. He must know his team’s strengths and how to exploit them, and their weaknesses, which he must protect and shore up to prevent his competitors from taking advantage. The head coach must be knowledgeable in all facets of his organization; he must be well versed in all aspects of operations. He must foster and maintain relationships with his assistants and staff if he hopes to achieve success. Head coaches will take the time to ensure that their staffs are trained. Though athletic staffs are hired and do come with a minimum prerequisite of skills and experience, they still need a certain level of training to ensure they can assimilate to the head coach’s coaching style. This study seeks to uncover the techniques

used during this assistant/staff develop and determine if they are applicable to the Army leader development model. Doctrine (Department of Defense 2006b) suggests that a coach follow a set of guidelines that will promote success.

1. Focus Goals
2. Clarify Self-Awareness
3. Uncover Potential
4. Eliminate Developmental Barriers
5. Develop Action Plans and Commitment

Even with these set guidelines describing much of what should be conducted, the doctrine falls a bit short on describing how it should accomplished. Though coaching and leadership styles vary and no single technique can serve as a cure all, they may benefit a vast majority of Army formations.

Developing the Staff

The head coach as the leader of the organization is charged with not only player development, but also the development of his staff. The members of the coaching staff are all qualified within their specialty areas and all do possess years of experience, but it is the head coach who ensures that they function as an effective unit. He must develop synergy if he is to have performance match the potential required for achieving success; he needs the sum to be greater than the parts where the staff as a group out-performs even its best individual. This is no different than what our formation commanders do at the Battalions and Brigade Combat Teams (BCT). As should be expected, the BCT staff is larger and more diverse than the football coaching staff, but the principle is still the same. If the BCT commander seeks to achieve the greatest results he will take the time to

personally train his staff, ensuring that they are true reflection of his leadership and coaching style. This paper will seek to compare and contrast the styles and methods of developing both athletic and military staffs. The desired outputs will be to identify any common themes that can apply to future staff training and development.

Primary and Secondary Questions

What techniques can the Army learn from head coaches to improve our leader development?

1. What common denominators exist between head coaches and formation commanders?
2. What do successful coaches believe is important to develop their assistances and staffs?
3. What does current leadership doctrine state as being important to developing leadership?

Definitions

Listed below is a brief glossary of key terms relevant to this study which are based on Army Field Manuals, Army Regulation, and online sources. These definitions will aid the reader in understanding the concepts and analysis presented in this paper.

Coaching. Defined as the guidance of another's person's development in new or existing skills during the practice of those skills; one of three principle ways in developing others, joined by counseling and mentoring. Doctrine states that coaching relies primarily on teaching and guiding to bring out and enhance the capabilities of

already present in an individual or organization. It is a development technique that tends to be used for skill and task specific orientation (Department of Defense 2006b, 8-13).

The original meaning of coaching refers to the function of helping someone through a set of tasks. In the military, coaching occurs when a leader guides another person's development in new or existing skills during the practice of those skills. Unlike mentoring or counseling where the mentor/counselor generally has more experience than the supported person, coaching relies primarily on teaching and guiding to help bring out and enhance current capabilities. A coach helps those being coached to understand and appreciate their current level of performance and their potential, and instructs them on how to reach the next level of knowledge and skill. (Department of Defense 2007, 5-6)

Leader Development. "Leader development is the deliberate, continuous, sequential, and progressive process, grounded in Army values, that grows Soldiers and civilians into competent and confident leaders capable of decisive action. Leader development is achieved through lifelong synthesis of the knowledge, skills, and experiences gained through institutional training and education, organizational training, operational experience, and self-development. Commanders and other organizational leaders play the key role in leader development that ideally produces competent, confident, and agile leaders who act with boldness and initiative in dynamic and complex situations" (AR 600-100, 4).

Leadership. Described as the process of influencing people by providing purpose, direction, and motivation, while operating to accomplish the mission and improve the organization (Department of Defense 2006b).

Mentorship. "Mentorship is the voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect. The focus of mentorship is voluntary mentoring that extends beyond the scope of chain of command relationships and occurs

when a mentor provides the mentee advice and counsel over a period of time. Effective mentorship will positively impact personal and professional development. Assessment, feedback, and guidance are critical within the mentoring relationship and should be valued by the mentee in order for growth and development to occur” (Department of Defense 2007, 6).

Mission Command. Described as the balance between the art of command and the science of control. The commander must be able to understand, visualize, describe, direct, lead and assess in order to accomplish the mission. The commander also must be able to develop teams among formations (Department of Defense 2011a, 5-2).

Training Domain. A sphere of learning in which unit training and leader development activities occur; consists of the Operational Domain, Institutional Domain and Self-Development Domain. These three mutually supporting domains are present throughout a leader’s career; they are describe as deliberate, continuous and progressive (Department of Defense 2011b, 2-6).

Significance of Thesis

The parallels between Army leaders and head coaches are worthy of analysis as they share many commonalities: Planning, Executing, Leader Development, and Training to name a few. Coaches and commanders lead organizations that are based on people and relationships. Coaches and commanders also lead organizations that are hierarchical with formal staffs and subordinate formations. Army formations need trained and effective staffs, so do athletic teams. They both develop plans and strategy for defeating opposing forces, formations are deployed, tactics are used, and campaigns are waged. Behind the strategy development is the commanding officer and with athletic team and the game

plan there is the head coach. Leaders give their intent and guidance for their staffs to formulate courses of action. Additionally these staffs work to mitigate risk through in-depth planning and war-gaming, especially when faced with the challenges of preparing for a prolonged campaign. Here the commonalities really shine, both in the Army and in football as staffs are required to translate that intent into an actionable plan. An effective staff is dependent upon the commander's knowledge of operations and his effectiveness as a coach. Just as the Executive Officer (XO) and Operations Officers (S3) lead the development of multiple courses of action on a battalion and brigade staff, so do the Offensive and Defensive Coordinators, the assistant head coaches, for a football staff when developing strategy for their team's preparation against the next opponent. This is the point where we see the leadership and coaching styles coming to the surface.

CHAPTER 2

LITERATURE REVIEW

Bear Bryant's Three Rules for coaching: 1) Surround yourself with people who can't live without football. 2) Recognize winners. They come in all forms. 3) Have a plan for everything.

— Paul “Bear” Bryant
Head Football Coach University of Alabama

Today's complex operational environment has put premium on developing innovative leaders who are able to step up to the myriad of challenges that face the Army on deployment, and equally important, at home. The political and economic climate may necessitate the return of the pre-911 mantra of “do more with less and do it better.” Army Chief of Staff, General Martin Dempsey recently stated that:

The dynamic nature of the 21st-century security environment requires adaptations across the force. The most important adaptations will be in how we develop the next generation of leaders, who must be prepared to learn and change faster than their future adversaries. Simply put, developing these adaptive leaders is the number-one imperative for the continued health of our profession. (Army February 2011)

By in large, these adaptive leaders are not born, they are manufactured, polished and refined, having been through a deliberate process. For example the School of Advanced Military Studies (SAMS) is often referred to as a “leadership factory.” The military, especially the Army is very unique in that as a professional institution it has a formal leadership development program that covers entry level, mid-level and senior level leadership within both the officer and noncommissioned officer ranks. As such the Army found the need to draft the Army Leader Development Strategy (ALDS) which has drawn on experiences since the end of the Cold War, including the past 10 years of war in Afghanistan, Iraq and other operations in support of the global war on terror. This

strategy, along with current doctrine on leadership and leader development is the starting point for this comparative research when trying to identify best practices and techniques used in leader development. Revisiting the problem statement, the literature available has been focused around answering the primary and secondary questions.

Primary and Secondary Questions

What techniques can the Army learn from head coaches to improve our leader development?

1. What common denominators exist between head coaches and formation commanders?
2. What do successful coaches believe is important to develop their assistants and staffs?
3. What does current leadership doctrine state as being important to developing leadership?

This chapter will be outlined as the following:

1. Compare Coaching and Leading.
2. Attributes and competencies found in doctrine
3. Attributes and competencies associated with a successful head coaches

Coaching and Leading

Coaching and leading, though defined differently in doctrine are actually closer in definition when applied in practicum. This researcher challenges the idea that coaches lead and leaders coach; the terms are interchangeable. Head coaches and senior leaders both seek to develop future leaders within their respective organizations as they both see

success defined by the outcome of this continued development. Doctrine defines leadership as the process of influencing people by providing purpose, direction, and motivation, while operating to accomplish the mission and improve the organization. Coaching is defined as the guidance of another person's development in a new or existing skill during the practices of those skills (Department of Defense 2006b). Civilian references define coaching differently saying that it is:

The practice of supporting an individual, referred to as a coachee or client, through the process of achieving a specific personal or professional result. The structure and methodologies of coaching are numerous but are predominantly facilitating in style; that is to say that the coach mainly asks questions and challenges the coachee. (Wikipedia, Coaching)

In sports, a coach or manager is an individual involved in the direction, instruction and training of the operations of a sports team or of individual sportspeople. This type of coach gets involved in all the aspects of the sport, including physical and mental player development. Sports coaches train their athletes to become better at the physical components of the game. The coach is assumed to know more about the sport, and have more previous experience and knowledge. The coach's job is to transfer as much of this knowledge and experience to the players to develop the most skilled athletes. (Turman 2001)

Regardless of the type of organization, whether military or collegiate athletics, both follow principles that guide them in the process for developing junior leaders. Where collegiate athletics and the Army differ is in the area of formal doctrine; there is no guiding doctrine that unifies all of the various athletic programs in the nation as it regards to leader development. Army doctrine states that leader development is comprised of three key elements, training, experience and education (Department of Defense 2011, 2-34). These elements, as part of the Army leader development model (figure 1.) illustrate how the three mutually support one another.

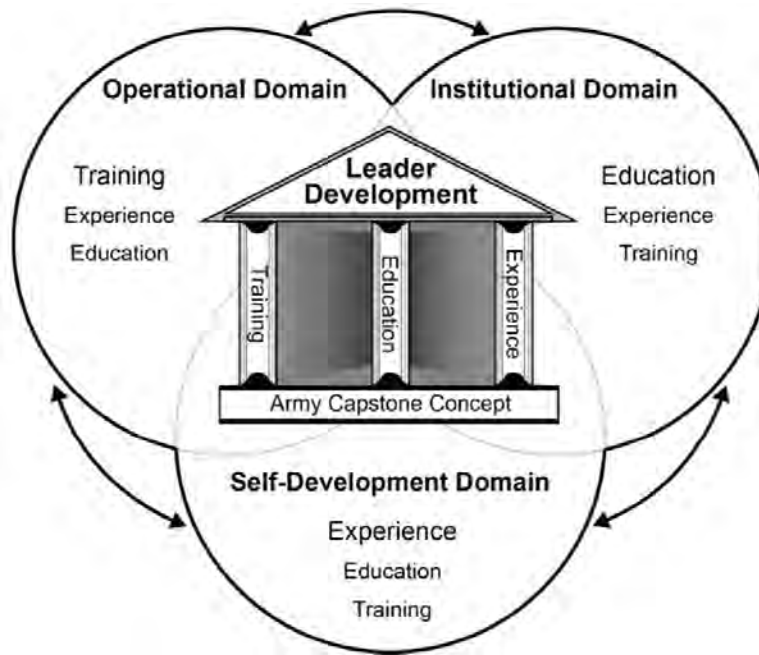


Figure 1. Army leader development model

Source: Headquarters, Department of the Army, Field Manual (FM) 7-0, *Training Units and Developing Leaders for Full Spectrum Operations* (Washington, DC: Government Printing Office, 2011), 2-6.

Coaching as a profession has a less formal training and education track to follow though there are universities and colleges that offer undergraduate and graduate degrees in sports and health sciences with a focus in coaching and team management. Many coaches, who have started out as educators, receive degrees in this field. These programs are not tied into a centralized system designed for developing leaders and preparing them for increased responsibility at all levels of command; coaching as a profession lacks the unity of command. The Army has developed a clear way forward directing that leader development adhere to eight imperatives that will guide both policy and actions:

1. Encourage an equal commitment by institution, by leaders, and by individual members of the profession to life-long learning and development.

2. Balance our commitment to the Training, Education and Experience pillars of development.

3. Prepare leaders for hybrid threats and full spectrum operations through outcomes-based training and education.

4. Achieve balance and predictability in personnel policies and professional military education in support of ARFORGEN.

5. Manage the Army's military and civilian talent to benefit both the institution and the individual.

6. Prepare leaders by replicating the complexity of the operational environment in the classroom and at home station.

7. Produce leaders who are committed to developing their subordinates.

8. Prepare select leaders for responsibility (ALDS November 2009).

The desired end-state with these eight imperatives is a force, by means of proper training, education and experience that produces leaders that will lead the Army into the future. Collegiate athletic organizations have similar philosophies, though across the NCAA one will see a more decentralized approach. Regardless, leaders and head coaches must dedicate time in order to achieve the desired outcomes. In a Harvard Business Review article it was noted that, "Coaching can take a lot of time; the process is a mystery; and the results are not guaranteed" (Waldroop 1996). Time is finite and this may be a point of friction for the Army commander who normally has only two years to head an organization compared to a college head coach who is typically in position for greater than five years.

Attributes and Competencies

Before delving into what makes a successful coach and leader we should first consider what underlying attributes and competencies they should possess. From the definition of leadership the Army has set forth three basic goals; to lead others, to develop the organization and its members, and to accomplish the mission (Department of Defense 2006b, A-1). In other terms, the goal of coaching is to make the most of an organization's valuable resources to achieve any of these goals. The leader and coach must make the decision to dedicate considerable time if success is to be achieved. In addition to these goals, Army doctrine states that core leader attributes and competencies are born from the definition of leadership. Within current doctrine we will find three attributes (Character, Presence, Intellect) and three core leader competencies (Leads, Develops, Achieves) within the Army Leadership Requirements Model.

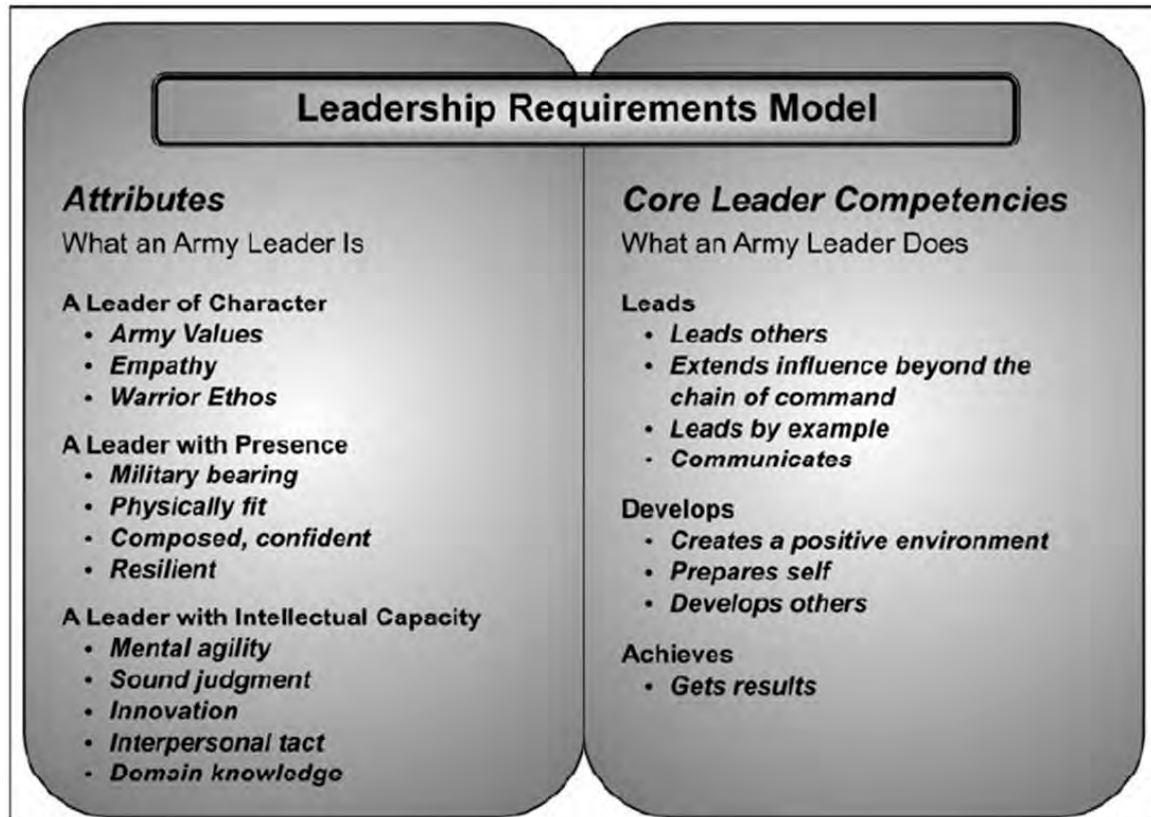


Figure 2. The Army leadership requirements model

Source: Headquarters, Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2006), 2-4.

Under each of the key attributes and competencies are associated components that can be further broken down into actions to be taken for success. The following excerpts are from Army doctrine and will be complemented by attributes identified by head coaches Bobby Bowden and Bill Walsh as being essential for head coaches to achieve success.

Under "Leads," Army doctrine states that leading is simply about influencing others. To achieve the desired level of influence the leader sets goals and provides vision and then works to motivate members of the unit to pursue those same goals. The leader can do this via communicating the goals directly or providing an example to follow. For

communicating to be effective the leader should seek to find a common or shared understanding with the subordinates. Leading by example is a powerful way of influencing others with doctrine stating that it starts with a foundation cemented in the Army Values and Warrior Ethos. Related to leading by example is the development of trust, establishing a solid relationship with members of the organization (Department of Defense 2006b, A-2). Leads is further broken down into sub-actions:

1. Leads Others
2. Extends Influence Beyond the Chain of Command
3. Leads by Example
4. Communicates

These sub-actions can be further drilled down to provide the leader with certain fidelity of what should be accomplished in order to achieve the desired goals.

Table 1. Competency of leads others and associated components of actions

Leads Others Leaders motivate, inspire, and influence others to take initiative, work toward a common purpose, accomplish critical tasks, and achieve organizational objectives. Influence is focused on compelling others to go beyond their individual interests and to work for the common good.	
Establishes and imparts clear intent and purpose	<ul style="list-style-type: none"> • Determines goals or objectives. • Determines the course of action necessary to reach objectives and fulfill mission requirements. • Restates the higher headquarters' mission in terms appropriate to the organization. • Communicates instructions, orders, and directives to subordinates. • Ensures subordinates understand and accept direction. • Empowers and delegates authority to subordinates. • Focuses on the most important aspects of a situation.
Uses appropriate influence techniques to energize others	<ul style="list-style-type: none"> • Uses techniques ranging from compliance to commitment (pressure, legitimate requests, exchange, personal appeals, collaboration, rational persuasion, apprising, inspiration, participation, and relationship building).
Conveys the significance of the work	<ul style="list-style-type: none"> • Inspires, encourages, and guides others toward mission accomplishment. • When appropriate, explains how tasks support the mission and how missions support organizational objectives. • Emphasizes the importance of organizational goals.
Maintains and enforces high professional standards	<ul style="list-style-type: none"> • Reinforces the importance and role of standards. • Performs individual and collective tasks to standard. • Recognizes and takes responsibility for poor performance and addresses it appropriately.
Balances requirements of mission with welfare of followers	<ul style="list-style-type: none"> • Assesses and routinely monitors the impact of mission fulfillment on mental, physical, and emotional attributes of subordinates. • Monitors morale, physical condition, and safety of subordinates. • Provides appropriate relief when conditions jeopardize success of the mission or present overwhelming risk to personnel.
Creates and promulgates vision of the future	<ul style="list-style-type: none"> • Interprets data about the future environment, tasks, and missions. • Forecasts probable situations and outcomes and formulates strategies to prepare for them. • Communicates to others a need for greater understanding of the future environment, challenges, and objectives.

Source: Headquarters, Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2006), A-2.

Table 2. Competency of extends influence beyond the chain of command and associated components and actions

Extends Influence Beyond the Chain of Command Leaders need to influence beyond their direct lines of authority and beyond chains of command. This influence may extend to joint, interagency, intergovernmental, multinational, and other groups. In these situations, leaders use indirect means of influence: diplomacy, negotiation, mediation, arbitration, partnering, conflict resolution, consensus building, and coordination.	
Understands sphere of influence, means of influence, and limits of influence	<ul style="list-style-type: none"> Assesses situations, missions, and assignments to determine the parties involved in decision making, decision support, and possible interference or resistance.
Builds trust	<ul style="list-style-type: none"> Is firm, fair, and respectful to gain trust. Identifies areas of commonality. Engages other members in activities and objectives. Follows through on actions related to expectations of others. Keeps people informed of actions and results.
Negotiates for understanding, builds consensus, and resolves conflict	<ul style="list-style-type: none"> Leverages trust to establish agreements and courses of action. Clarifies the situation. Identifies individual and group positions and needs. Identifies roles and resources. Facilitates understanding of conflicting positions. Generates and facilitates generation of possible solutions. Gains cooperation or support when working with others.
Builds and maintains alliances	<ul style="list-style-type: none"> Establishes contact and interacts with others who share common interests, such as development, reaching goals, and giving advice. Maintains friendships, business associations, interest groups, and support networks. Influences perceptions about the organization. Understands the value of and learns from partnerships, associations, and other cooperative alliances.

Source: Headquarters, Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2006), A-3.

Table 3. Competency of leads by example and associated components and actions

Leads By Example Leaders constantly serve as role models for others. Leaders will always be viewed as the example, so they must maintain standards and provide examples of effectiveness through all their actions. All Army leaders should model the Army Values. Modeling provides tangible evidence of desired behaviors and reinforces verbal guidance through demonstration of commitment and action.	
Displays character by modeling the Army Values consistently through actions, attitudes, and communications	<ul style="list-style-type: none"> • Sets the example by displaying high standards of duty performance, personal appearance, military and professional bearing, physical fitness and health, and ethics • Fosters an ethical climate. • Shows good moral judgment and behavior. • Completes individual and unit tasks to standard, on time, and within the commander's intent. • Is punctual and meets deadlines. • Demonstrates determination, persistence, and patience.
Exemplifies the Warrior Ethos	<ul style="list-style-type: none"> • Removes or fights through obstacles, difficulties, and hardships to accomplish the mission. • Demonstrates the will to succeed. • Demonstrates physical and emotional courage. • Communicates how the Warrior Ethos is demonstrated.
Demonstrates commitment to the Nation, Army, unit, Soldiers, community, and multinational partners	<ul style="list-style-type: none"> • Demonstrates enthusiasm for task completion and, if necessary, methods of accomplishing assigned tasks. • Is available to assist peers and subordinates. • Shares hardships with subordinates. • Participates in team tasks and missions without being asked.
Leads with confidence in adverse situations	<ul style="list-style-type: none"> • Provides leader presence at the right time and place. • Displays self-control, composure, and positive attitude, especially under adverse conditions. • Is resilient. • Remains decisive after discovering a mistake. • Acts in the absence of guidance. • Does not show discouragement when facing setbacks. • Remains positive when the situation becomes confusing or changes. • Encourages subordinates when they show signs of weakness.
Demonstrates technical and tactical knowledge and skills	<ul style="list-style-type: none"> • Meets mission standards, protects resources, and accomplishes the mission with available resources using technical and tactical skills. • Displays appropriate knowledge of equipment, procedures, and methods.
Understands the importance of conceptual skills and models them to others	<ul style="list-style-type: none"> • Displays comfort working in open systems. • Makes logical assumptions in the absence of facts. • Identifies critical issues to use as a guide in making decisions and taking advantage of opportunities. • Recognizes and generates innovative solutions. • Relates and compares information from different sources to identify possible cause-and-effect relationships. • Uses sound judgment and logical reasoning.
Seeks and is open to diverse ideas and points of view	<ul style="list-style-type: none"> • Encourages respectful, honest communications among staff and decision makers. • Explores alternative explanations and approaches for accomplishing tasks. • Reinforces new ideas; demonstrates willingness to consider alternative perspectives to resolve difficult problems. • Uses knowledgeable sources and subject matter experts. • Recognizes and discourages individuals seeking to gain favor from tacit agreement.

Source: Headquarters, Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2006), A-4.

Table 4. Competency of communicates and associated components and actions

Communicates Leaders communicate effectively by clearly expressing ideas and actively listening to others. By understanding the nature and importance of communication and practicing effective communication techniques, leaders will relate better to others and be able to translate goals into actions. Communication is essential to all other leadership competencies.	
Listens actively	<ul style="list-style-type: none"> • Listens and watches attentively. • Makes appropriate notes. • Tunes into content, emotion, and urgency. • Uses verbal and nonverbal means to reinforce with the speaker that you are paying attention. • Reflects on new information before expressing views.
Determines information-sharing strategies	<ul style="list-style-type: none"> • Shares necessary information with others and subordinates. • Protects confidential information. • Coordinates plans with higher, lower, and adjacent individuals and affected organizations. • Keeps higher and lower headquarters, superiors, and subordinates informed.
Employs engaging communication techniques	<ul style="list-style-type: none"> • States goals to energize others to adopt and act on them. • Speaks enthusiastically and maintains listeners' interest and involvement. • Makes appropriate eye contact when speaking. • Uses gestures that are appropriate but not distracting. • Uses visual aids as needed. • Acts to determine, recognize, and resolve misunderstandings.
Conveys thoughts and ideas to ensure shared understanding	<ul style="list-style-type: none"> • Expresses thoughts and ideas clearly to individuals and groups. • Uses correct grammar and doctrinally correct phrases. • Recognizes potential miscommunication. • Uses appropriate means for communicating a message. • Communicates clearly and concisely up, down, across, and outside the organization. • Clarifies when there is some question about goals, tasks, plans, performance expectations, and role responsibilities.
Presents recommendations so others understand advantages	<ul style="list-style-type: none"> • Uses logic and relevant facts in dialogue. • Keeps conversations on track. • Expresses well-thoughtout and well-organized ideas.
Is sensitive to cultural factors in communication	<ul style="list-style-type: none"> • Maintains awareness of communication customs, expressions, actions, or behaviors. • Demonstrates respect for others.

Source: Headquarters, Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2006), A-5.

Develops simply involves the development of the organization by shaping the environment in order to allow leadership to flourish. Leaders should ensure a sense of working together is fostered, encourage initiative, set realistic expectations and show a genuine concern for people. “Developing others is a directed responsibility of

commanders. Leaders develop others through coaching, counseling, and mentoring—each with a different set of implied processes. Leaders also build teams and organizations through direct interaction, resource management, and providing for future capabilities” (Department of Defense 2006b, A-5).

Develops is further broken down into:

1. Creates a Positive Environment
2. Prepares Self
3. Develops Others

These sub-actions can be further distilled to provide the leader with certain fidelity of what should be accomplished in order to achieve the desired goals.

Table 5. Competency of creates a positive environment and associated components and actions

<i>Creates a Positive Environment</i> Leaders have the responsibility to establish and maintain positive expectations and attitudes that produce the setting for healthy relationships and effective work behaviors. Leaders are charged with improving the organization while accomplishing missions. They should leave the organization better than it was when they arrived.	
Fosters teamwork, cohesion, cooperation, and loyalty	<ul style="list-style-type: none"> • Encourages people to work together effectively. • Promotes teamwork and team achievement to build trust. • Draws attention to the consequences of poor coordination. • Acknowledges and rewards successful team coordination. • Integrates new members into the unit quickly.
Encourages subordinates to exercise initiative, accept responsibility, and take ownership	<ul style="list-style-type: none"> • Involves others in decisions and keeps them informed of consequences that affect them. • Allocates responsibility for performance. • Guides subordinate leaders in thinking through problems for themselves. • Allocates decision making to the lowest appropriate level. • Acts to expand and enhance subordinate's competence and self-confidence. • Rewards initiative.
Creates a learning environment	<ul style="list-style-type: none"> • Uses effective assessment and training methods. • Encourages leaders and their subordinates to reach their full potential. • Motivates others to develop themselves. • Expresses the value of interacting with others and seeking counsel. • Stimulates innovative and critical thinking in others. • Seeks new approaches to problems.
Encourages open and candid communications	<ul style="list-style-type: none"> • Shows others how to accomplish tasks while remaining respectful, resolute, and focused. • Communicates a positive attitude to encourage others and improve morale. • Reinforces the expression of contrary and minority viewpoints. • Displays appropriate reactions to new or conflicting information or opinions. • Guards against groupthink.
Encourages fairness and inclusiveness	<ul style="list-style-type: none"> • Provides accurate evaluations and assessments. • Supports equal opportunity. • Prevents all forms of harassment. • Encourages learning about and leveraging diversity.
Expresses and demonstrates care for people and their well-being	<ul style="list-style-type: none"> • Encourages subordinates and peers to express candid opinions. • Ensures that subordinates and their families are provided for, including their health, welfare, and development. • Stands up for subordinates. • Routinely monitors morale and encourages honest feedback.
Anticipates people's on-the-job needs	<ul style="list-style-type: none"> • Recognizes and monitors subordinate's needs and reactions. • Shows concern for the impact of tasks and missions on subordinate morale.
Sets and maintains high expectations for individuals and teams	<ul style="list-style-type: none"> • Clearly articulates expectations. • Creates a climate that expects good performance, recognizes superior performance, and does not accept poor performance. • Challenges others to match the leader's example.
Accepts reasonable setbacks and failures	<ul style="list-style-type: none"> • Communicates the difference between maintaining professional standards and a zero-defects mentality. • Expresses the importance of being competent and motivated but recognizes the occurrence of failure. • Emphasizes learning from one's mistakes.

Source: Headquarters, Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2006), A-6.

Table 6. Competency of prepares self and associated components and actions

Prepares Self Leaders ensure they are prepared to execute their leadership responsibilities fully. They are aware of their limitations and strengths and seek to develop themselves. Leaders maintain physical fitness and mental well-being. They continue to improve the domain knowledge required of their leadership roles and their profession. Only through continuous preparation for missions and other challenges, being aware of self and situations and practicing lifelong learning and development can an individual fulfill the responsibilities of leadership.	
Maintains mental and physical health and well-being	<ul style="list-style-type: none"> • Recognizes imbalance or inappropriateness of one's own actions. • Removes emotions from decision making. • Applies logic and reason to make decisions or when interacting with emotionally charged individuals. • Recognizes the sources of stress and maintains appropriate levels of challenge to motivate self. • Takes part in regular exercise, leisure activities, and time away from routine work. • Stays focused on life priorities and values.
Maintains self awareness: employs self understanding, and recognizes impact on others	<ul style="list-style-type: none"> • Evaluates one's strengths and weaknesses. • Learns from mistakes and makes corrections, learns from experience. • Considers feedback on performance, outcomes associated with actions, and actions taken by others to achieve similar goals. • Seeks feedback on how others view one's own actions. • Routinely determines personal goals and makes progress toward them. • Develops capabilities where possible but accepts personal limitations. • Seeks opportunities where capabilities can be used appropriately. • Understands self-motivation under various task conditions.
Evaluates and incorporates feedback from others	<ul style="list-style-type: none"> • Determines areas in need of development. • Judges self with the help of feedback from others.
Expands knowledge of technical, technological, and tactical areas	<ul style="list-style-type: none"> • Keeps informed about developments and policy changes inside and outside the organization. • Seeks knowledge of systems, equipment, capabilities, and situations, particularly information technology systems.
Expands conceptual and interpersonal capabilities	<ul style="list-style-type: none"> • Understands the contribution of concentration, critical thinking (assimilation of information, discriminating relevant cues, question asking), imagination (decentering), and problem solving in different task conditions. • Learns new approaches to problem solving. • Applies lessons learned. • Filters unnecessary information efficiently. • Reserves time for self-development, reflection, and personal growth. • Considers possible motives behind conflicting information.
Analyzes and organizes information to create knowledge	<ul style="list-style-type: none"> • Reflects on what has been learned and organizes these insights for future application. • Considers source, quality or relevance, and criticality of information to improve understanding. • Identifies reliable sources of data and other resources related to acquiring knowledge. • Sets up systems or procedures to store knowledge for reuse.
Maintains relevant cultural awareness	<ul style="list-style-type: none"> • Learns about issues of language, values, customary behavior, ideas, beliefs, and patterns of thinking that influence others. • Learns about results of previous encounters when culture plays a role in mission success.
Maintains relevant geopolitical awareness	<ul style="list-style-type: none"> • Learns about relevant societies outside the United States experiencing unrest. • Recognizes Army influences on other countries, multinational partners, and enemies. • Understands the factors influencing conflict and peacekeeping, peace enforcing, and peacemaking missions.

Source: Headquarters, Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2006), A-7.

Table 7. Competency of develops others and associated components and actions

Develops Others Leaders encourage and support others to grow as individuals and teams. They facilitate the achievement of organizational goals through assisting others to develop. They prepare others to assume new positions elsewhere in the organization, making the organization more versatile and productive.	
Assesses current developmental needs of others	<ul style="list-style-type: none"> • Observes and monitors subordinates under different task conditions to establish strengths and weaknesses. • Notes changes in proficiency. • Evaluates subordinates in a fair and consistent manner.
Fosters job development, job challenge, and job enrichment	<ul style="list-style-type: none"> • Assesses tasks and subordinate motivation to consider methods of improving work assignments, when job enrichment would be useful, methods of cross-training on tasks, and methods of accomplishing missions. • Designs tasks to provide practice in areas of subordinate's weaknesses. • Designs ways to challenge subordinates and improve practice. • Encourages subordinates to improve processes.
Counsels, coaches, and mentors	<ul style="list-style-type: none"> • Improves subordinate's understanding and proficiency. • Uses experience and knowledge to improve future performance. • Counsels, coaches, and mentors subordinates, subordinate leaders, and others.
Facilitates ongoing development	<ul style="list-style-type: none"> • Maintains awareness of existing individual and organizational development programs and removes barriers to development. • Supports opportunities for self-development. • Arranges training opportunities as needed that help subordinates improve self-awareness, confidence, and competence.
Supports institutional-based development	<ul style="list-style-type: none"> • Encourages subordinates to pursue institutional learning opportunities. • Provides information about institutional training and career progression to subordinates. • Maintains resources related to development.
Builds team or group skills and processes	<ul style="list-style-type: none"> • Presents challenging assignments for team or group interaction. • Provides resources and support. • Sustains and improves the relationships among team or group members. • Provides realistic, mission-oriented training. • Provides feedback on team processes.

Source: Headquarters, Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2006), A-8.

The Army is a results oriented organization and leaders are in the business of accomplishing tasks with great success.

Getting results, accomplishing the missions and fulfilling goals and objectives are all ways to say that leaders exist at the discretion of the organization to achieve something of value. Leaders get results through the influence they provide in direction and priorities. They develop and execute plans and must consistently accomplish goals to a high ethical standard. (Department of Defense 2006b, A-8)

Achieves main sub-action is simply to get results.

Table 8. Competency of gets results and associated components and actions

Gets Results A leader's ultimate purpose is to accomplish organizational results. A leader gets results by providing guidance and managing resources, as well as performing the other leader competencies. This competency is focused on consistent and ethical task accomplishment through supervising, managing, monitoring, and controlling of the work.	
Prioritizes, organizes, and coordinates taskings for teams or other organizational structures/groups.	<ul style="list-style-type: none"> • Uses planning to ensure each course of action achieves the desired outcome. • Organizes groups and teams to accomplish work. • Plans to ensure that all tasks can be executed in the time available and that tasks depending on other tasks are executed in the correct sequence. • Limits overspecification and micromanagement.
Identifies and accounts for individual and group capabilities and commitment to task	<ul style="list-style-type: none"> • Considers duty positions, capabilities, and developmental needs when assigning tasks. • Conducts initial assessments when beginning a new task or assuming a new position.
Designates, clarifies, and deconflicts roles	<ul style="list-style-type: none"> • Establishes and employs procedures for monitoring, coordinating, and regulating subordinates' actions and activities. • Mediates peer conflicts and disagreements.
Identifies, contends for, allocates, and manages resources	<ul style="list-style-type: none"> • Allocates adequate time for task completion. • Keeps track of people and equipment. • Allocates time to prepare and conduct rehearsals. • Continually seeks improvement in operating efficiency, resource conservation, and fiscal responsibility. • Attracts, recognizes, and retains talent.
Removes work barriers	<ul style="list-style-type: none"> • Protects organization from unnecessary taskings and distractions. • Recognizes and resolves scheduling conflicts. • Overcomes other obstacles preventing full attention to accomplishing the mission.
Recognizes and rewards good performance	<ul style="list-style-type: none"> • Recognizes individual and team accomplishments; rewards them appropriately. • Credits subordinates for good performance. • Builds on successes. • Explores new reward systems and understands individual reward motivations.
Seeks, recognizes, and takes advantage of opportunities to improve performance	<ul style="list-style-type: none"> • Asks incisive questions. • Anticipates needs for action. • Analyzes activities to determine how desired end states are achieved or affected. • Acts to improve the organization's collective performance. • Envisions ways to improve. • Recommends best methods for accomplishing tasks. • Leverages information and communication technology to improve individual and group effectiveness. • Encourages staff to use creativity to solve problems.
Makes feedback part of work processes	<ul style="list-style-type: none"> • Gives and seeks accurate and timely feedback. • Uses feedback to modify duties, tasks, procedures, requirements, and goals, when appropriate. • Uses assessment techniques and evaluation tools (such as AARs) to identify lessons learned and facilitate consistent improvement. • Determines the appropriate setting and timing for feedback.
Executes plans to accomplish the mission	<ul style="list-style-type: none"> • Schedules activities to meet all commitments in critical performance areas. • Notifies peers and subordinates in advance when their support is required. • Keeps track of task assignments and suspenses. • Adjusts assignments, if necessary. • Attends to details.
Identifies and adjusts to external influences on the mission or taskings and organization	<ul style="list-style-type: none"> • Gathers and analyzes relevant information about changing situations. • Determines causes, effects, and contributing factors of problems. • Considers contingencies and their consequences. • Makes necessary, on-the-spot adjustments.

Source: Headquarters, Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2006), A-9.

Doctrine states that leaders require a core set of attributes that will complement the core competencies stated above. These attributes, character, presence and intellect, shape how a leader behaves in any given environment. The character attribute focuses on internal factors that are central to the leader; they include Army Values, empathy and the Warrior Ethos.

Table 9. Attributes associated with a leader of character (identity)

A Leader of Character (Identity) Factors internal and central to a leader, that which makes up an individual's core.	
Army Values	<ul style="list-style-type: none"> • Values are the principles, standards, or qualities considered essential for successful leaders. • Values are fundamental to help people discern right from wrong in any situation. • The Army has set seven values that must be developed in all Army individuals: loyalty, duty, respect, selfless service, honor, integrity, and personal courage.
Empathy	<ul style="list-style-type: none"> • The propensity to experience something from another person's point of view. • The ability to identify with and enter into another person's feelings and emotions. • The desire to care for and take care of Soldiers and others.
Warrior Ethos	<ul style="list-style-type: none"> • The shared sentiment internal to Soldiers that represents the spirit of the profession of arms.

Source: Headquarters, Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2006), A-10.

Presence is defined as how the leader is perceived by others via an outward appearance, attitude, actions taken, or not taken, and words, how the leader conveys messages and intent. Presence involves the leader's military bearing, physical fitness, confidence, and resilience.

Table 10. Attributes associated with a leader with presence

A Leader with Presence How a leader is perceived by others based on the leader's outward appearance, demeanor, actions, and words.	
Military bearing	<ul style="list-style-type: none"> • Possessing a commanding presence. • Projecting a professional image of authority.
Physically fit	<ul style="list-style-type: none"> • Having sound health, strength, and endurance that support one's emotional health and conceptual abilities under prolonged stress.
Confident	<ul style="list-style-type: none"> • Projecting self-confidence and certainty in the unit's ability to succeed in whatever it does. • Demonstrating composure and an outward calm through steady control over one's emotions.
Resilient	<ul style="list-style-type: none"> • Showing a tendency to recover quickly from setbacks, shock, injuries, adversity, and stress while maintaining a mission and organizational focus.

Source: Headquarters, Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2006), A-10.

Intellect or intellectual capacity is defined as the resources or tendencies the shape a leader's conceptual abilities and impact of effectiveness.

Table 11. Attributes associated with a leader with intellectual capacity

A Leader with Intellectual Capacity The mental resources or tendencies that shape a leaders' conceptual abilities and impact of effectiveness.	
Agility	<ul style="list-style-type: none"> • Flexibility of mind. • The tendency to anticipate or adapt to uncertain or changing situations; to think through second- and third-order effects when current decisions or actions are not producing the desired effects. • The ability to break out of mental "sets" or habitual thought patterns; to improvise when faced with conceptual impasses. • The ability to quickly apply multiple perspectives and approaches to assessment, conceptualization, and evaluation.
Judgment	<ul style="list-style-type: none"> • The capacity to assess situations or circumstances shrewdly and to draw sound conclusions. • The tendency to form sound opinions and make sensible decisions and reliable guesses. • The ability to make sound decisions when all facts are not available.
Innovative	<ul style="list-style-type: none"> • The tendency to introduce new ideas when then opportunity exists or in the face of challenging circumstances. • Creativity in the production of ideas and objects that are both novel or original and worthwhile or appropriate.
Interpersonal tact	<ul style="list-style-type: none"> • The capacity to understand interactions with others. • Being aware of how others see you and sensing how to interact with them effectively. • Consciousness of character and motives of others and how that affects interacting with them.
Domain knowledge	<ul style="list-style-type: none"> • Possessing facts, beliefs, and logical assumptions in relevant areas. • Technical knowledge—specialized information associated with a particular function or system. • Tactical knowledge—understanding military tactics related to securing a designated objective through military means. • Joint knowledge—understanding joint organizations, their procedures, and their roles in national defense. • Cultural and geopolitical knowledge—understanding cultural, geographic, and political differences and sensitivities.

Source: Headquarters, Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2006), A-11.

Coaching Competencies

From the vast amount of literature on coaching and coaching styles this research paper focused on three football coaching greats, Florida State University's Bobby Bowden, Stanford University and San Francisco 49ers's Bill Walsh, and University of Notre Dame and University of Arkansas' Lou Holtz. Bobby Bowden has over 50 years of his life as a coach, with over 30 years as the head coach of the Florida State University

Seminoles where he amassed a record of 304 wins, 31 Bowl appearances, 12 Conference Titles and two National Championships (Wiki, Bowden). Bill Walsh similarly coached nearly 40 years at both the collegiate and professional levels where he is credited for turning around the 49ers, from one of the NFL's worst teams to a literal dynasty, making it to the post season seven times and winning three Super Bowls in less than 10 years. At Stanford he was named Pac-8 Coach of the Year, while also coaching the team to three Bowl victories and a #9 ranking in the AP Poll (Wiki, Walsh). Lou Holtz, best known for his time at Notre Dame where he won the 1988 National Championship, was also the head coach at five other major universities as well as the NFL's New York Jets, all spanning over a 40 year career. During his career as a head coach his teams made 24 Bowl appearances, winning over half of them (Wiki, Holtz). Their legacy and far reaching effects on subordinate coaches made them prime candidates for this comparative study. For purposes further in the research Coaches Bowden, Holtz, and Walsh will be referred to as the "Big 3."

Coach Bowden

The research has highlighted 14 key attributes identified by Coach Bowden as being essential for success in the head coach's position. These attributes include; Understanding Teamwork, Self-Discipline, Perseverance, Patience, Developing Trust, Self-Control, Give a 2nd Chance to Subordinates, Managing Fear, Fear of Losing, Never Being Out-prepared, Seeking a Balanced Approach, Understanding Loyalty, Handle the Media, and Giving Clear Guidance (Bowden 1996).

Understanding Teamwork

The key to developing any team is understanding the essence of teamwork. Coach Bowden sees this as where the head coach and all the segments of the team are working together, they understand the plan, how each piece interacts with the other and how they will all execute their part.

Self-Discipline

In Coach Bowden's eyes, self-discipline won football games. He demanded his players to live up to certain standard and expected them to follow through without being told twice, he wanted them to want to excel and self-discipline was the start point (Bowden 2010).

Perseverance

In the context of the material, this was best defined as staying the course for the team even when personal gain was well within reach as well as more lucrative opportunities elsewhere. In one vignette in *Winnings Only Part of the Game*, Coach Bowden reminisces about Edgar Bennett, a star fullback, who despite having to share the field with more talented tailback, continued to excel and develop as a player, even though not in the spotlight. Edgar did so, on such a continued basis that he was later drafted to the NFL. The vignette could easily support other attributes, but it clearly shows an individual persevering against high caliber competition.

Patience

Linked to perseverance, patience gives the individual the ability to let situations, both positive and negative, develop, presenting the best information before making a

decision. Coach Bowden saw individuals with patience as essential to success within any organization.

Developing Trust

Trust is seen as one of the most difficult attributes to develop, because as Coach Bowden stated when referring to his players, “You’re asking them to put themselves at risk with the promise that you won’t let them down” (Bowden 1996). Part of developing trust amongst the players and the team was also to develop trust with the parents.

Self-Control

This is very similar to *Self-Discipline* and seen as essential to for individuals who are members of a winning organization. Though related to fighting on the field, it can be applied to any aspect of life. “Learning self-control is crucial in a game where you can lose everything because of a fight on the field. And as young men, learning how to walk away from confrontations is a survival skill they’d better learn to master before they’re out in the world” (Bowden 1996, 118-119).

Giving a 2nd Chance to Subordinates

All infractions of the rules and the punishment administered should be judged on a case by case basis; every individual’s situation is different. Being involved in all facets of his player’s lives, Coach Bowden felt that though a player may have gotten in trouble, this could be used as learning point; he sought to make the most of any situation that could be a positive influence.

Managing Fear

Fear can paralyze individuals and organizations alike, how it is managed can determine the difference between success and failure. Not allowing emotions to control the situation was paramount to seeing things through to an acceptable outcome. A leader must be prepared to handle a loss.

Fear of Losing

Coach Bowden stated, “I’ve got to win because I’m so afraid of losing. I hate that feeling of losing so much I’ll do just about anything to escape it” (Bowden 1996, 145). His fear of losing was a driving force behind his success as a coach and how he prepared for every opponent he faced.

Never Being Out-Prepared

This is a matter of planning and practicing for every possible contingency and pressure situation. Coach Bowden states that “the best way to prepare for pressure is to practice pressure situations over and over” (Bowden 1996, 153). Nothing can be taken for granted during a tight game or any game for that matter. The team must be prepared to handle whatever is thrown at it; the coach cannot assume away anything, especially at the crucial moment. “You’ve got to out prepare the other guy, plan for every contingency, and practice your plan until it comes naturally” (Bowden 1996, 214).

Seeking a Balanced Approach

Addressing a problem with a single point of view, weighted too much in one area, will not deliver success over the long term. Coaches should seek a more balanced approach to solving problems and getting wins.

Understanding Loyalty

Loyalty is a two way street, it is both crucial and complicated, it is absolute, and without it any organization will fail to achieve any great success. Coach Bowden is known for saying, “without loyalty we can’t have anything” (Bowden 1996, 193).

Handling the Media

Not shying away from the media, remaining approachable, and being open and honest are the best policy. “You cannot build a winning program without help from the media” (Bowden 1996, 179). Coach Bowden built a reputation for handling the media quite well, no matter what the situation. His continued exposure to the press gave him the experience required to handle the toughest interviews.

Giving Clear Guidance

Clear guidance is essential to player and team success. Coach Bowden made it very clear what he expected out of his organization. One example of his guidance to his players included the following points as detailed in his book *Called to Coach*:

1. Make good grades and go to class.
2. Project a positive image in the community and stay out of trouble.
3. Stay away from drugs and alcohol.
4. Excel in our strength and conditioning program.
5. Play disciplined football on the field and follow coaches’ instruction.
6. Play and practice even with pain and not let nagging injuries keep you out of action.
7. Block, tackle, and take care of the fundamentals of football.

8. Play with enthusiasm and encourage your teammates.
9. Win the fourth quarter and never quit.

Coach Walsh

The research has highlighted nine key competencies identified by Coach Walsh as being essential for success in the head coach's position. These competencies include; Effective Communication, Competence, Judges Talent, Develops Personnel, Develops the Staff, Accounts for Ego, Incorporates the Collective into the Decision Making Process, Enforces Continued Education, and Emphasizes Drills and Rehearsals (Kerr 1997).

Effective Communication

The best laid plan is meaningless unless you can get the points across to those who are going to execute it. Head coaches and leaders must communicate effectively to be successful. How a coach connects with his staff and team is essential. Regarding the building of this connection, Coach Walsh stated that, "In coaching, I think of it as the coach's ability to condition the athlete's minds and train them to think as a unit" (Kerr 1997, 152).

Competence

"The role of the head coach begins with setting the standard of competence. You have to exhibit a strong working knowledge of the game" (Kerr 1997, 154). Coach Walsh makes it very clear that the head coach needs to understand every facet of the game and when confronted with what he described as a stressful situation, he must be able to find a

solution. The head coach must be precise, designing a system that is not simplistic and with a single point of failure.

Judges Talent

Finding the right mix of personnel is essential for organizational success. Coach Walsh used a ranking system for selection of new personnel; with it he could focus his coaching staff's efforts on player development. Certain attributes he sought in a player were, "his ability to learn, retain, and apply what he has learned; and his ability to work under stress with other people" (Kerr 1997, 163). With this baseline the player can be properly slotted to best support the team. Over time as the player grows adjustments may need to be made.

Develops Personnel

Successful organizations make a decision to take the time to develop their personnel. "Those teams that have been the most successful are the ones that have demonstrated the greatest commitment to their people" (Kerr 1997, 153). Coach Walsh noted that it is all too easy to discard personnel who possibly did not conform fast enough or who were seen a risk to the organization. If the potential to increase current performance exists and the time is taken to develop this potential, the greater the sense of belonging will be felt within the organization.

Develops the Staff

"Successful coaches realize that winning teams are not run by single individuals who dominate the scene and reduce the rest of the group to marionettes" (Kerr 1997,

154). Developing the coaching staff is just as important as player development and requires commitment by the head coach to dedicate time and resources.

Accounts for Ego

Coach Walsh states that, “The coach must account for his ego. He has to drop or sidestep the ego barrier so that people can communicate without fear” (Kerr 1997, 153). Being able to accept that a mistake has been made can be difficult but it is necessary. Team members or others members of the organization should not feel that the head coach is unapproachable, nor should they fear reprisal if they disagree with a decision so long as it is done in a professional manner. No single individual, especially the head coach, is more important than the team. Identifying with a feeling of self-importance, “can wreck a team or organization” (Kerr 1997, 154).

Incorporates the Collective into the Decision Making Process

Teams and organizations who incorporate all levels into the decision making process will have great success in achieving their desired results. Coach Walsh embodied “top-down planning, bottom-up refinement” both on and off the field. To achieve this level of input he expected, “everyone to participate and volunteer his or her thoughts, impressions and ideas” (Kerr 1997, 155).

Enforces Continued Self-Improvement

A coach should come in expecting, “everyone in the organization to be an expert in his or her particular area of responsibility, to refine their skills continually, and to be physically and intellectually committed to the team” (Kerr 1997, 155). Coach Walsh noted that this should be a continued process as it supports overall team development in

addition to the individual development. “If you are continually developing your skills and refining your approach, then winning will be the final result” (Kerr 1997, 166).

Emphasizes Drills and Rehearsals

Coach Walsh believed that to win you had to beat your opponent to the punch and when you struck it had to be precise. Precision was gained through training and drilling with rehearsals before every match. Through structured practices his teams could run through plays covering a variety of situations. The job of the coach was to use drills and repetition to ensure that the team developed near automatic moves and decision making on the field (Kerr 1997).

Coach Holtz

The research has highlighted 10 key lessons identified by Coach Holtz as being essential for success in the head coach’s position: Developing Winning Attitudes, Handle Adversity, Have a Sense of Purpose, Understand Sacrifice, Be Flexible and Adaptable, Set Goals, Lead by Example, Build Trust, Set and Maintain High Standards and Care (Holtz 1998).

Develop Winning Attitudes

According to Coach Holtz, attitude is everything and as a leader it will have an impact on others, whether or not it is positive or negative is a matter of choice. Holtz states that as a leader “you have an obligation to develop a positive attitude, one that inspires the people around you to achieve the impossible” (Holtz 1998, 4). To achieve this winning attitude the coach has to be able to see the team, and then see himself before taking any action; a full assessment must be taken. “Leaders must be able to instinctively

evaluate their organization's mind-set" (Holtz 1998, 15). Once this evaluation has been conducted, the leaders must next be able to clearly communicate how they see the organization progressing. Coach Holtz notes that key to effective communication is availability; subordinates must have access to their leaders. Combining these pieces will support the development of a winning attitude, allowing ordinary people to do extraordinary things.

Handle Adversity

To Coach Holtz, adversity was just another opportunity to be exploited in the pursuit of success. For him, adversity was a test of resolve, where every incident could be seen as a teaching point (Holtz 1998, 29). Teams and leaders need to be tested. Coach Holtz attributes much of the success of the University of Notre Dame for their ability to handle adversity, to deal with the tough situations. He states that,

the best thing we did to aid our players' development was to instill strong, positive attitudes that enabled them to succeed on campus life, or in the NFL, CIA, FBI, AAW, or any other acronym you care to name. Having the proper attitude helped them to develop good, consistent work habits and gave them the strength to handle adversity. (Holtz 1998, 42)

Bouncing back from a loss is imperative for a leader to be successful. Following a severe loss to Bobby Bowden's West Virginia University where the Mountaineers kept their starters in and ran the score up despite having a commanding lead, Coach Holtz confronted Coach Bowden about the score, asking why he had done that. Coach Holtz states that Coach Bowden.

He looked me straight in the eyes and said, "It's your job to keep the score down, not mine. If you don't like the score, either recruit harder or coach better. I've got to coach my team, and you've got to coach yours. You can coach only one team" That stung, in part because I knew he was right. If I wanted to keep

from being embarrassed, I needed to do a better job recruiting, a better job preparing, and a better job coaching. (Holtz 2006, 111)

Have a Sense of Purpose

Having a sense of purpose starts with understanding teamwork, having a sense of the team and having a great sense of commitment. Coaches look for this in their players and staff, and will work diligently to instill it where it is lacking and strengthen it where it needs shoring up. Coach Holtz had a saying while coaching the North Carolina State Wolfpack: “The strength of the pack was in the wolf and the strength of the wolf was in the pack” (Holtz 1998, 54). It was his job as the head coach to define the purpose of the team, but he would insist that his players ask themselves if they had done their part to further the team goals; they would all be driving towards a common goal.

Understand Sacrifice

Leaders are expected to understand sacrifice. They must come prepared, they don't gripe when things don't go their way, and they will work hard no matter what task they are given. Those are a leader's responsibilities as seen by Coach Holtz. Leaders are meant to perform in their quest to achieve excellence. Holtz learned this best while at North Carolina State where following a victory over West Virginia in the Peach Bowl he approached the Athletic Director, Willis Casey, asking for what was by most accounts a normal bonus reward for himself and the coaching staff following such successful season. Casey took Coach Holtz's request and quickly reminded him that job of the head coach was to win football games and win bowl games, those were the minimum standards for the Wolfpack. Again, you are expected to sacrifice to achieve excellence (Holtz 1998, 67-68).

Be Flexible and Adaptable

Coach Holtz states that organizations must be grounded in the fundamentals of their field if they are to endure change. Though regarded as methodical and boring, practicing the basics will ensure the team is on sound footing when faced with a challenge. Leaders must perform these tasks, providing the team the necessary focus to carry them through the season. With this solid base line the organization will be postured to respond to change, able to adapt to the situation, providing enough flexibility to still achieve the end-state. Leaders are meant to possess this ability to remain flexible as they are the ones who will be charged with solving problems that affect the organization.

Set Goals

Coach Holtz fully believes that a leader must not only set goals for the organization but also for themselves. Laying out short, mid, and long term objectives is essential for success. Coach Holtz believed in this, but he also had to ensure that the goals and objectives were attainable. Though not afraid to ask more from his teams and coaches, he did have to manage some of the expectations, not asking for something that was truly unattainable.

Lead By Example

Coach Holtz believes that leaders must lead by example, whether on the football field or in the classroom. He expected his staff and players to be positive contributors. In Coach Holtz's eyes you could, "divide individuals into two categories: Those who lift you up and those who pull you down" (Holtz 1998, 123). As a leader you were expected to pull the team up, on and off the field.

Build Trust

Key to any organization's success is the ability of the leadership to build trust with the subordinates. Leaders should take "pride in being an individual of integrity, loyalty, and compassion" (Holtz 1998, 143). Coach Holtz also states that "if employees and employers doubt each other's integrity, what do you have? An organization where people spend too much time watching their backs and too little time growing profits" (Holtz 1998, 143-144).

Set and Maintain High Standards

Leaders must be committed to excellence and the set the standards for their organizations. When bringing personnel into an organization they need to know that they are going to be subject to a new set of norms and values. Coach Holtz believed his players and staff need to embody his standards, learning how's and why's of the team he was leading. While at the University of Notre Dame he was recorded as saying "We did not recruit you to change the University of Notre Dame but to conform to the morals and values of this great institution. You won't change Notre Dame, but Notre Dame is going to change you" (Holtz 1998, 156). Once you have your recruiting base, it's then on the leadership to challenge and inspire them, pushing them to drive the standards even higher. Leaders can't let their own standards slip, especially regarding preparation for his regular coaches meetings; Coach Holtz knew he had to be better prepared than his staff because they expected it. He also knew he had to convince his staff and team that they were a special bunch who deserved to win more than anyone else. "Coaches must coalesce their athletes so they can function as a unit rather than a group of individuals with conflicting agendas" (Holtz 1998, 179).

Care

Coach Holtz believes that you can, “never underestimate the positive effects that love and compassion can have on your family, organization, or team” (Holtz 1998, 181). Showing genuine concern for the welfare of your staff and team will engender loyalty and respect from them. Coach Holtz would say that by doing this you “create value” (Holtz 1998, 181). For leaders, words mean something; they carry weight that can affect the staff and team.

Staff Development

Coaching staff development was touched on briefly, but there was no in-depth discussion from either coach reviewed on how they developed their staffs. The majority of the coaching material researched focused on the player-head coach relationship vice the staff-head coach relationship. In *Winning's Only Part of the Game* both Bobby Bowden and Terry Bowden identify several additional attributes that they demanded of their staffs; Loyalty, Assertiveness, Creativity, and Drive. Several other head coaches were researched but again the material was focused on the player-coach relationship. The research will seek to identify best practices for developing staffs during the interview process.

CHAPTER 3

RESEARCH METHODOLOGY

I told them if one of your guys is playing bad, I can change them. If three of your guys are playing bad, I change you,” Brown said. “I am ready to play each week.

— Mack Brown
Head Coach University of Texas

Introduction

This research study examined the world of collegiate athletics and the techniques employed during the development of personnel within the athletic organizations as well as some of the lasting influences passed on from leaders to subordinates. The primary thesis for this research centers on identifying techniques that the Army could learn from collegiate head coaches to improve leader development. Secondary questions were derived from thesis and served as the focus points for the research and interviews:

1. What common denominators exist between head coaches and formation commanders?
2. What do successful coaches believe is important to develop their assistants and staffs?
3. What does current leadership doctrine state as being important to developing leadership?

Research Framework

The first step in the framing the problem was to focus my efforts on determining where to start the research, especially with the amount of literature available on coaching

and leadership styles. By starting with a review of Army doctrine and the Army Leadership Development Strategy (ALDS) the research was able to lay a foundation from which to compare other methods and styles of leader development. Second, the decision was made to use collegiate football as the comparison. Though many other sports are worthy of comparison for discussing leader development, football may have the wider appeal due to its similarities with military formations. After deciding to use football as the comparative, narrowing the choice of head coaches was difficult as there are so many viable candidates. The decision to chose coaches Bobby Bowden, Lou Holtz, and Bill Walsh was based on literature that was readily available that supported the primary and secondary questions. To add greater diversity to the comparison the decision was made to conduct interviews with Army commanders and collegiate football coaches to add to the value of the research.

Military Commander Interviews

For this thesis the researcher interviewed two active duty military officers who had held every leadership position from platoon leader to brigade commander. The rationale behind this decision was based on the assumption that having commanded at both the battalion and brigade level, the interviewee would have experience in developing leaders and staffs within their formations. Also, having been former brigade commanders, both of the interviewees had held positions where they not only set training guidance, but were responsible for certifying the training conducted. Additionally they would be able to comment on their own techniques and experiences, as well as how they may have applied aspects of leadership doctrine found in both Field Manual 6-22, *Army Leadership* and

Army Regulation 600-100, *Army Leadership*. Both officers gave their permission to use information from the interviews in this paper.

Collegiate Football Interviews

For this research the Southeastern Conference (SEC) was chosen mainly due to availability and access to the Conference leadership. As for the choice, the SEC has produced national champions in six of the last ten years, becoming the dominant force in National Collegiate Athletic Association (NCAA) football. The conference commissioner was chosen for his oversight of the head coaches, adherence to NCAA and SEC ethics codes and his overall experience as a leader in collegiate athletics. Coach Mack Brown from the Big 12 Conference was chosen primarily due to having access and his openness and support for the military; he was part of a USO tour in Kuwait in 2009 (Southeastern Conference 2011).

The Interview

The interviews began with a scene-setter so the subject understood the premise behind the thesis research. A set of questions was developed to help guide the interview, while covering the primary and secondary research questions. If the subject chose to steer off of the questions but remained within the overall subject area, the interview was allowed to continue. The following questions were asked during the interview as a way of querying the subject's thoughts on their idea of leader development:

1. How do you see your role regarding leader development within your organization?
2. How do you develop your subordinates/assistances?

3. What are your performance related expectations of the staff?
4. How do you see yourself with regards to ensuring the staff's performance meets its potential?
5. What attributes do you look for in a subordinate?
6. How do you see yourself within the formation? (Military Interviews)
7. Were there any key influences throughout your career that you can trace certain attributes back to?
8. Regarding the concept of a "coaching / command tree" and its effects on leader development:
 - a. Of the mentors that you have had throughout your career that have made significant contributions to your own development have you taken steps to emulate their success?
 - b. What do you see as your role in ensuring your subordinates/assistances are successfully prepared for the future?

Organizing The Interviews

Request for interviews began in May 2011 for the military personnel and in June 2011 for the collegiate personnel. Due to the nature of the research and the fact that it was conducted at the United States Army Combined Arms Center at Fort Leavenworth, coordination was rather easy. Colonel Grigsby was immediately chosen as he had been the researcher's Brigade Commander from 2006 to 2008. He was more than happy to assist and his staff provided the additional coordination given his busy schedule. Brigadier General MacFarland, as the Deputy Commanding General for Leader Development and Education of the US Army Combined Arms Center had an extremely

packed schedule but was able to find a short block of time to support the research. The interviews were conducted in person where possible, when not, they were conducted telephonically.

Interview Consent

All interviewees gave a verbal consent to use their statements and names in the research. Before any interview began the researcher discussed the Consent and Use Agreement providing the interviewee that material generated from the research may be disseminated to a wider audience.

Strengths and Weaknesses of Methodology

The strengths of the research lay in the fact that developing leaders is an evolving process that has become a top priority for the Army leadership. The amount of personal investment since the inception of the Army has ensured that the organization continues to strive to improve the development of its leaders. This led to plethora of material generated over the last century which was easily accessible.

Where the weakness lies is in the subjectivity of what defines successful leader development. This can be a sensitive subject as those who have invested years in developing subordinates believe that their systems are the way forward, though they may actually not line up with accepted Army doctrine. When considering the coaches for the literature review and the collegiate interviews, narrowing down the possible personalities may conflict with a reader's idea of the ideal coach. It is clearly understood and accepted that comparing college football programs and head coaches will spark debate and conversation.

CHAPTER 4

ANALYSIS

If you don't make a total commitment to whatever you're doing, then you start looking to bail out the first time the boat starts leaking. It's tough enough getting that boat to shore with everybody rowing, let alone when a guy stands up and starts putting his jacket on.

— Lou Holtz
Head Coach University of Notre Dame

The purpose of this thesis is to examine the techniques and attributes associated with head coaches in the development of their assistants and staff, exploring how coaches influence leader development in the athletics arena. By conducting a comparison of current doctrine and coaching techniques, this paper will seek to identify key differences and uncover common practices shared by both the head coach and the Army leader.

This chapter will integrate the information provided in chapters two and three, in addition to the interviews conducted, with the overall intent to answer the primary research question: what techniques can the Army learn from head coaches to improve our leader development? Additionally the analysis will look to answer the secondary research questions:

1. What common denominators exist between head coaches and formation commanders?
2. What do successful coaches believe is important to develop their assistants and staffs?
3. What does current leadership doctrine state as being important to developing leadership?

In order to answer the primary research question, the analysis will be organized into four main areas of discussion:

1. Interviews
2. Understanding the difference between mentoring and coaching
3. Comparing coaching and doctrinal competencies
4. The commander as the coach developing the staff
5. Time as a factor and the decision to develop others
6. Other factors

Supporting Interviews

In addition to reviewing coaching literature, interviews were conducted with military commanders and collegiate football leaders. Those interviewed had a minimum of twenty years of experience and all had careers that covered all levels of leadership within their respective careers and organizations. The military interviews were both former brigade commanders which made them ideal candidates. The collegiate interviews provided additional depth on the coaching discussion as both subjects are still active in athletics and have achieved great success.

Collegiate Interview Information

Interviews conducted with collegiate football leaders highlighted many different competencies associated with Army leadership doctrine. Commissioner Mike Slive of the Southeastern Conference (SEC) and Mack Brown, head football coach for the University of Texas were both interviewed. Both have had great success as leaders of their organizations; Mack Brown having won the BCS National Championship in 2005 and Commissioner Slive as leading the SEC to become the dominant conference in collegiate

football. The interviews conducted were on a compressed timeline so the information gathered is not all inclusive of their respective leadership styles.

Commissioner Slive

During the interview with Commissioner Slive the following leadership competencies were identified as being critical to being a successful organizational leader: Understands Sacrifice, Able to Handle Failure, Organizational Discipline, Inspires the Team, Develops a Vision, Communicates, Conscious of the Team's Needs, Creates Confidence, Judges Talent, Develops the Staff, Develops a Value System for the Organization, and Manages by Disappointment, not Fear.

Understands Sacrifice

The Commissioner was very clear in his statement that members of his team needed to understand sacrifice and how hard decisions would need to be made in order to excel in the competitive world of collegiate football. He is determined to make the SEC the premier conference and knows that this will only be accomplished through hard work and due diligence.

Able to Handle Failure

How leaders handle failure is an indicator of future success. Commissioner Slive saw his organization's ability to bounce back from adversity as one his successes in shaping his subordinates. It was important that they deal with failure in a positive manner, learning from it, all in an attempt to better the organization.

Organizational Discipline

Commissioner Slive was adamant that the conference headquarters be as well disciplined an organization as the teams within the conference. Success demanded a focused and disciplined approach.

Inspires the Team

Creating a sense of esprit de corps across the conference was one way of inspiring the SEC team. Commissioner Slive continues to work this issue by asking; “How do you get an individual to subordinate personnel opinion for the better of the conference?”

Develops a Vision

Setting goals as part of a robust strategy is essential to conference success.

Communicates

Commissioner Slive stated that effective communication was an essential component to success. How he and his staff communicated the conference goals would directly affect the desired outcome; he put a premium on being able to convey the message.

Conscious of the Team’s Needs

The family concept is an integral part of the SEC and how it cares for the needs of its members. Within the headquarters, the commissioner has a policy that puts the family first. On his team, he knows the value of a strong family bond and that the stronger the team member’s family life is, the stronger the team will be. Commissioner Slive also stated that as a leader you never want to: “Put subordinates in a position that can’t be

supported or sustained over the long term.” Weighing the team member’s needs with that of the organization will lead to success.

Creates Confidence

Leaders must create confidence in any organization; they are the focal point of the team.

Judges Talent

Commissioner Slive has developed a checklist of competencies that he looks for in potential future members of his organization. Judging if candidates possess these competencies is crucial to ensuring the high quality of the individuals hired. Leadership traits that are essential for working in the SEC included: competence, energy, passion for the job, initiative, ability to work on basic guidance, loyalty to the team, and organizational focus.

Develops the Staff

Commissioner Slive admittedly stated that he does not personally coach his staff members, though he did state that there is a mentor program within his headquarters. It was his view that matching new staff members with experienced members of the team was the best way to further develop the staff. An effort was made to match the right personalities; this tailored approach was felt to be effective for the way forward. It was acknowledged that mentor relationships would take time to develop and required patience.

Develops a Values System for the Organization

Commissioner Slive seeks to inculcate values across the entire conference in an effort to positively brand, both externally and internally the SEC. Areas of focus for developing these values were centered on the ideas of embracing the conference's history, its unique traditions, and its public relations.

Manages by Disappointment, not Fear

Commissioner Slive felt that developing a positive relationship with his staff was critical to success. The relationship that he seeks is one where his subordinates are motivated by the desire to not disappoint the boss, as opposed to a relationship where they may fear repercussions for failure. It is his desire to remove toxicity from the organization.

Coach Brown

Much like the interview with Commissioner Slive, the Mack Brown interview was limited by time which precluded the research from further exploring those competencies identified. During the interview with Coach Mack Brown the following leadership competencies were identified: Communicates, Builds Trust, Adapts to Situations, Handles Loss, Manage Time, Judges Talent, Develops the Staff, Mentors Others, Understands Team Building, Handles the Media, Gives Clear Guidance, and Enforces Continued Self-Improvement.

Communicates

Coach Brown stated that leaders must be effective communicators if they aspire to have successful organizations. He also stated that it was just as important for the staff to

be effective communicators; they must be able to get their intent and plans across to the rest of the organization while supporting the coach's vision.

Builds Trust

Teams thrive on trust and it is the head coach who must ensure that trust is built and maintained. Whether underwriting risk on a call made by the coaching staff or supporting teammates in a time of need, trust is essential. It was acknowledged that building trust takes time and that it was also a "two-way street".

Adapts to Situations

Coaches must be able to adapt to fluid situations and have the foresight to make the right decisions to secure success.

Handles Loss

Dealing with loss and failure is difficult for any organization. Coach Brown pointed out that though a loss has occurred it can't be allowed to drag the team down. He felt that the coaching staff must be addressed immediately, reviewing all aspects of the loss in order to prevent a re-occurrence of any poor play. With this point in mind he made it clear that though a loss is negative it must be weighed evenly with wins. His intent is not to harp on the low points while muting the high points, he seeks a balanced approach to evenly review all actions, good and bad. By not doing this he felt the loss could be overstated and have lasting negative effects on the team. Coach Brown stated that, "You can't let one loss beat you twice."

Time Management

Head coaches must manage their time off the field effectively. Coach Brown made it clear that efficient use of the staff's time as well as his was key to his success. He looked down on those who in his eyes wasted valuable time. The staff meetings he conducted were organized and he approved the agendas for them.

Judges Talent

Coach Brown stated that when looking at prospects, he was looking for the person who had earned the right to be at the University of Texas. When looking at new coaching staff members the following areas are assessed: the coach possesses drive and high energy, the coach is excited about the players, the new coach is wanting to "soak up knowledge" and the new coach is looking to improve.

Develops the Staff

Coach Brown coaches his staff as much as he coaches his players. Investing the time and effort to improve the capability of his own coaching staff ensures higher level of performance across the team leadership. As the coaching staff becomes more experienced and grows, the trust grows with it. By coaching and developing the staff

Mentors Others

The University of Texas football program has instituted a formal mentoring program for all new players and coaches.

Understands Team Building

Coaches must understand how to build and maintain a team.

Handles the Media

Part of coaching at Texas means learning how to handle the Texas press. Being proactive and showing resilience despite negative media engagements is essential.

Gives Clear Guidance

Head coaches must be very clear in how and what guidance they give. The staff and team will not achieve their potential if the coach's guidance is cryptic.

Enforces Continued Self-Improvement

Coach Brown believes his staff must continue to seek self improvement. He also stated that what he looks for in a subordinate is the ability to "soak up knowledge." Coach Brown was clear that he wanted his people to keep searching for and expanding their knowledge base as it would not only better the individual and team.

Military Interview Information

Interviews conducted with military leaders highlighted many different competencies associated with Army leadership doctrine. Colonel Wayne W. Grigsby Jr. and Brigadier General Sean MacFarland, both former brigade commanders shared their thoughts on coaching and the command relationship. The interviews conducted were on a compressed timeline so the information gathered is not all inclusive of their respective leadership styles.

Colonel Grigsby

Eleven competencies were identified during the interview with Colonel Grigsby; Judges Talent, Develops the Staff, Develops the Staff Leader, Enforces Continued Self-Improvement, Understands Teamwork, Communicates, Gives Clear Guidance, Motivates

Others, Develops a Staff Vision and Leader Philosophy, Counsels Others, and Sets and Enforces Standards.

Judges Talent

Commanders must be able to identify their subordinate's skills and talents. Regardless of position, whether a subordinate commander or a staff member, the commander should try to identify that "natural leadership" that exists in the formation. In addition to checking for competence, the commander must identify if the leader is a good teammate.

Develops the Staff

Though the brigade staff is heavily weighted with field grade officers and senior non-commissioned officers, the requirement to coach and develop remains. This may be accomplished through an Officer Professional Development (OPD) program or conducting Military Decision Making Process (MDMP) during staff training as examples. Part of coaching the staff is giving them the "reps" in order to refine their procedures.

Develops the Staff Leader

Being on staff doesn't prevent the individual from being a leader. Colonel Grigsby spoke to the idea of developing the "staff leader." He felt this individual, and not necessarily the operations officer or the executive officer, possessed several qualities that should be groomed further; the ability to lead and influence peers, the ability to lead superiors, and the ability to lead from behind, beside, and below. Commanders should identify these individuals as early as possible once they have assumed command.

Enforces Continued Self-Improvement

Staff officers should seek to improve their knowledge in their career fields, thus providing the formation with a more competent and capable staff.

Understands Teamwork

The concept of team is paramount in any successful formation. Commanders and staff must thoroughly understand and embrace teamwork for the formation to achieve its goals.

Communicates

Commanders must communicate to their staff and formations.

Gives Clear Guidance

Commanders must clearly articulate their goals and intent to their staff. Every effort must be made to prevent confusion.

Motivates Others

Commanders must be the motivator in the formation. They should challenge their best performers to strive for more while pushing those not meeting the mark to improve their performance.

Develops a Staff Vision and Leader Philosophy

Just as a commander provides a vision and philosophy for the formation as a whole, a similar document may be provided for the staff. The two will share much of the same intent but with greater emphasis for the staff and how it will support the execution of the commander's training guidance as an example.

Counsels Others

Commanders must counsel their subordinates, providing both positive and negative feedback as required. Colonel Grigsby emphasized that the need for negative counseling when it was deserved should not be avoided. He admitted that despite the impact, he felt at times it was necessary to “have to shoot your own dog.”

Sets and Enforces Standards

Standards start and end with the commander. This was clearly a topic that was extremely important as Colonel Grigsby held each and everyone of his subordinate commanders responsible for everything that did or did not occur in their formations. Being the most visible person in the formation, the commander must embody what is right and just.

Brigadier General MacFarland

Seven competencies were identified during the interview with Brigadier General MacFarland; Mentors Others, Enforces Continued Self-Improvement, Trains Others to Mentor, Trains Others to be Mentored, Counsels Others, Gives Clear Guidance, and Communicates.

Communicates

Commanders must be able to communicate their intent and plans to their subordinates and staff and be prepared to receive feedback.

Mentors Others

Brigadier General MacFarland felt that commanders should mentor more than coach as he felt that was the relationship that would naturally fit the position. He saw it as

more of a directed relationship between the mentor and mentee. Also he felt that the ideal coach within the formation was the non-commissioned officer who could provide the tactical and technical expertise. He did acknowledge that this did not rule out the possibility of officers coaching, but he felt they would not have the prerequisite experience.

Enforces Continued Self-Improvement

Commanders must promote self-improvement amongst their subordinate commanders and staff.

Trains Others to Mentor

Brigadier General MacFarland stated that in addition to mentoring, the formation commander should train other leaders in the art of mentoring. By providing this guidance, a mentor program could affect formations on a larger scale reaching more personnel.

Trains Others to be Mentored

In addition to training leaders to mentor he felt that an effort must be made to train personnel on how to be mentored. Learning how to receive guidance was just as valuable as teaching those who give guidance. Commanders will need to identify best practices as well as determine methods that best serve soldiers in helping themselves.

Counsels Others

Commanders must give the constructive feedback that is required to better the individual and formation. This may be accomplished through a formal program, but just as easily through an informal or “passive” style of counseling.

Gives Clear Guidance

Commanders must give clear, understandable guidance to their subordinate commanders and staff. Failure to do so will result in inefficiencies and could hamper success of formations in their missions.

Mentoring and Coaching

Establishing a common framework and language is essential when comparing doctrine to those attributes and best practices exhibited by the head coaches examined in the literature review and those organizational leaders interviewed during the research phase. It has been said that “words mean things” and that by not fully understanding and appreciating their definitions, we may in fact be committing egregious errors when developing orders and plans for the conduct of leader development or any type of operation for that matter.

Too often doctrinal terms are interchanged in ways that may not be appropriate for the associated issue or situation. One key example of this is the use of the words “mentor” and “coach.” Both can be used as a noun as well as a verb and, according to the *Merriam-Webster Dictionary* are synonymous. As defined by the *Merriam-Webster Dictionary*, mentor as a noun equates to a “trusted counselor or guide” or a “tutor or coach” (Merriam Webster Online 2011). Used as a verb it simply means “to tutor or to coach” (Merriam Webster Online 2011). Mentorship, a derivative of mentor is defined in Army Regulation 600-100, *Army Leadership*:

Mentorship is the voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect. The focus of mentorship is voluntary mentoring that extends beyond the scope of chain of command relationships and occurs when a mentor provides the mentee advice and counsel over a period of

time. Effective mentorship will positively impact personal and professional development. Assessment, feedback, and guidance are critical within the mentoring relationship and should be valued by the mentee in order for growth and development to occur. (Department of Defense 2007, 6)

Key to the definition and essential to leader development is the voluntary nature of the relationship between the mentor and mentee. The point must be made because forcing the mentor – mentee relationship may lend itself to less than optimal outcome; potential for success will be diminished. Units have and will continue to develop mentor programs with success, but the essence of the relationship may still be missed. Pairing the right mentor with mentee may not always be possible; however, unit and organizational leadership should do the utmost to ensure this proper pairing takes place. Of concern will be the outcome of improperly pairing mentors and mentees and overall negative impact it could have for the organization.

The University of Texas Longhorns football program has such a mentor program. All new players and staff are assigned a mentor to help guide them through the transition to life in the Longhorns organization and what it means to be a part of the University of Texas (Brown 2011). Former player and now current offensive coordinator, Major Applewhite heads the program as directed by the head football coach. From the interview with Coach Mack Brown and the details he shared, the intent behind the program is clearly meant for mentoring; however the execution more closely resembles that of a directed sponsorship program where sponsors are assigned individuals who are welcomed, oriented, and in-processed into the organization (Department of Defense 2006a, 3). Here, the execution is contrary to the doctrinal definition, most importantly the aspect of the relationships being voluntary versus relationships that are directed.

Another example of this can be found in the headquarters of the Southern Conference (SEC) in Birmingham, Alabama. New members to the SEC staff are paired with experienced personnel to help incorporate them into the organization. Similar to the program conducted at the University of Texas, the SEC commissioner's program sees the mentoring as "respecting the fact that subordinates have a life outside of work" (Slive 2011). Though this program only extends further into the personal lives of the subordinates it is still a directed program. By directing a relationship, involuntary in sense, this would fall closer in line with what is seen as the player/coach relationship. Mentoring as described in Field Manual (FM) 6-22, *Army Leadership* may actually extend beyond the chain of command, extending to the developing leader's life and career. The developing leader may be the one who initiates the relationship, but it is not complete unless the mentor accepts and follows through in providing the desired support. "The strength of the mentoring relationship is based on mutual trust and respect" (Department of Defense 2006b, 8-14). Key to this is the desire for and acceptance of the relationship.

In doctrine, coaching is not mentoring, though coaches may become mentors if the developing leader's relationship is expanded beyond the original scope of the traditional player/coach relationship. Field Manual (FM) 6-22, *Army Leadership* defines coaching as the guidance of another's person's development in new or existing skills during the practice of those skills; one of three principle ways in developing others, joined by counseling and mentoring. Doctrine states that coaching relies primarily on teaching and guiding to bring out and enhance the capabilities already present in an individual or organization. It is a development technique that tends to be used for skill

and task specific orientation (Department of Defense 2006b, 8-13). Additionally, Army Regulation (AR) 600-100, *Army Leadership* defines coaching as:

the function of helping someone through a set of tasks. In the military, coaching occurs when a leader guides another person's development in new or existing skills during the practice of those skills. Unlike mentoring or counseling where the mentor/counselor generally has more experience than the supported person, coaching relies primarily on teaching and guiding to help bring out and enhance current capabilities. A coach helps those being coached to understand and appreciate their current level of performance and their potential, and instructs them on how to reach the next level of knowledge and skill. (Department of Defense 2007, 5-6)

Though the major difference is the level of the relationship, it is accepted in doctrine that the mentor typically has greater experience while the coach may not. This acceptance that the coach may not require equal or greater skill is flawed as the coach should exhibit greater competence in the particular field. For a coach to improve a subordinate's skill he should have requisite knowledge to direct the development. The developing leader may never achieve the level of desired mentoring relationship because he or she may feel that providing revealing information may compromise the professional relationship. For some, the coaching relationship may end at the sidelines and not permeate off the field. Coaching is focused more on developing those specific skills that will support the organization's mission while mentoring is focused more on developing the person as a whole and is not tied to any particular mission; it may in fact not be tied to any professional related problem set.

Comparing Coaching and Doctrinal Competencies

Side by side both the collegiate coaches and the doctrine analyzed during the research showed great similarities in the methods and best practices used for developing leaders. Additionally the competencies identified during the literature review were in line

with what is accepted in the Army as doctrinally correct. Cross referencing the works from Bowden, Holtz, Walsh and the interviews with Mack Brown and Commissioner Mike Slive it is clear that the collegiate athletic leaders share many of the same attributes and competencies identified in the Leader Requirements Model.

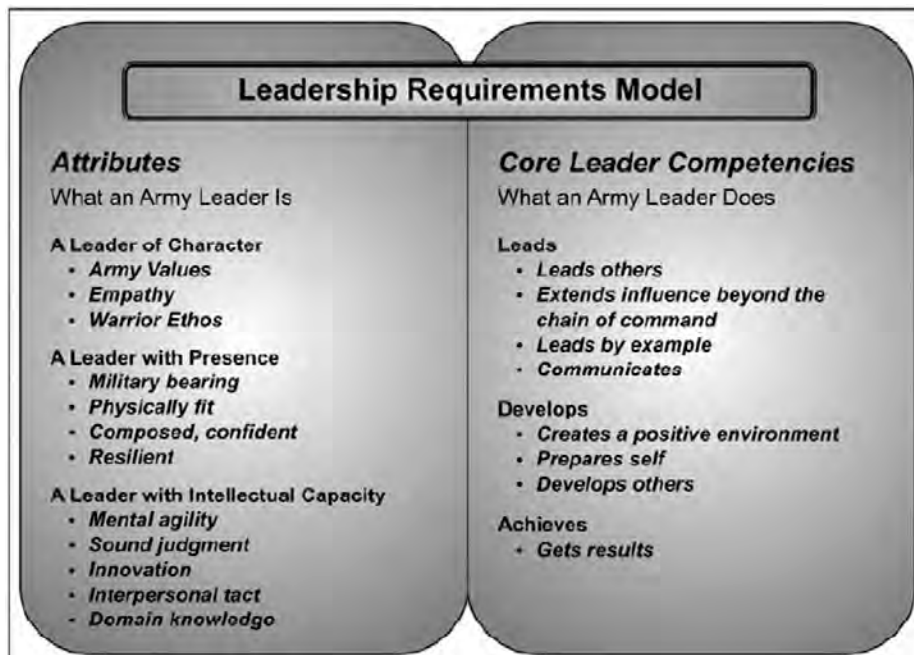


Figure 3. Army leader requirements model

Source: Headquarters, Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2008), 2-4.

During the research phase, the following comparison was generated showing side-by-side the attributes exhibited by the coaches reviewed.

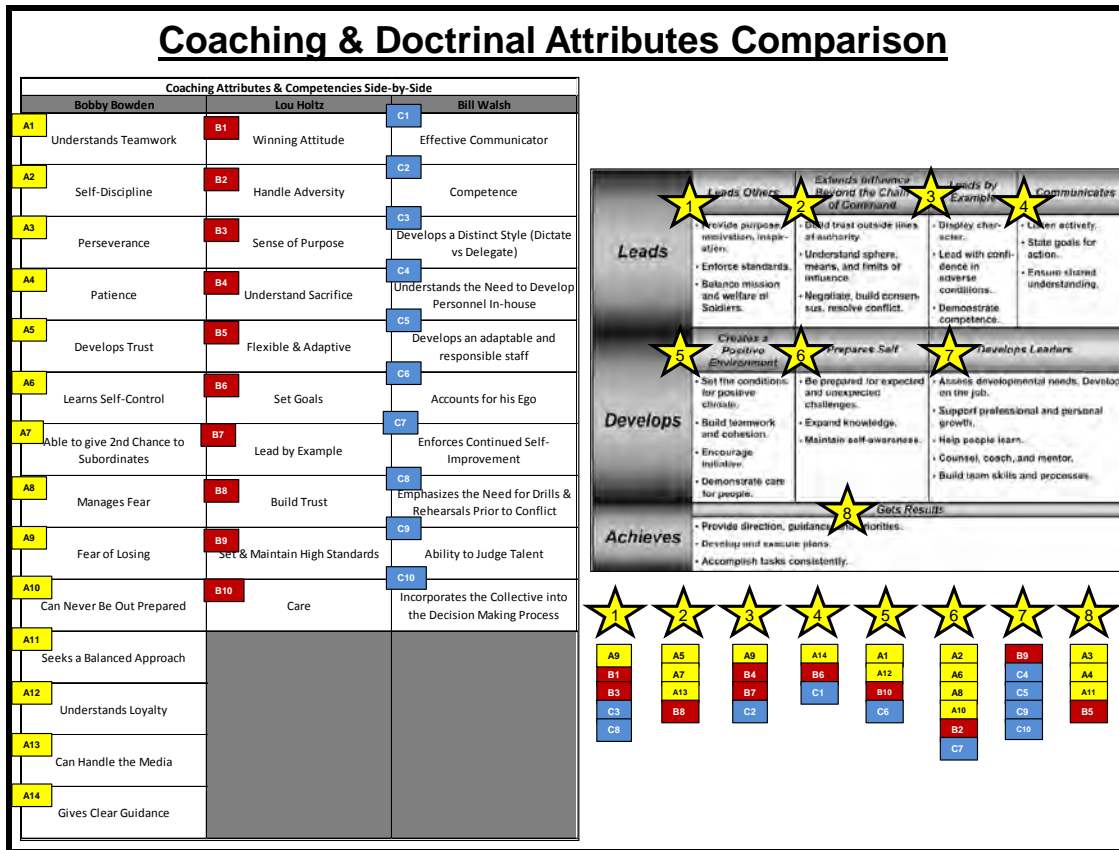


Figure 4. Big 3 coaching and doctrinal competency comparison

Source: Created by the author with data from Headquarters, Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2008), 2-7; Bobby Bowden, Terry Bowden, and Ben Bowden, *Winning's Only Part of the Game: Lessons of Life and Football* (New York: Warner Books, 1996); Lou Holtz, *Winning Every Day: The Game Plan for Success* (New York: Collins Business, 1998); Steven Kerr, *Ultimate Awards: What Really Motivates People to Achieve* (Boston: Harvard Business School Press, 1997).

The interviews supported the information gathered during literature review. Many of the points made by Bowden, Holtz and Walsh were echoed by both the collegiate and military interviews conducted. There will never be an exact pairing between the coaches as there is neither a formal leadership nor leader development doctrine within the collegiate football organizations, conferences or the National Collegiate Athletic

Association (NCAA). That being said, the similarities between collegiate athletics and doctrine was quite remarkable. Of note was the direct correlation between the student-athlete and the soldier in terms of the organizational understanding of; (1) Sacrifice, (2) Individual Discipline, (3) Dealing with success and failure, and (4) Overall Program/Unit Discipline. Additionally leadership qualities required to promote an esprit de corps across an entire athletic conference were highly cherished. From an athletic conference standpoint, one of the great challenges that remains is figuring out, “how you get an individual to subordinate personal opinion for the betterment of the league” (Slive 2011). This is the same challenge faced by any formation leader. How leading and influencing are conducted will shape the outcome of both the individual and the formation.

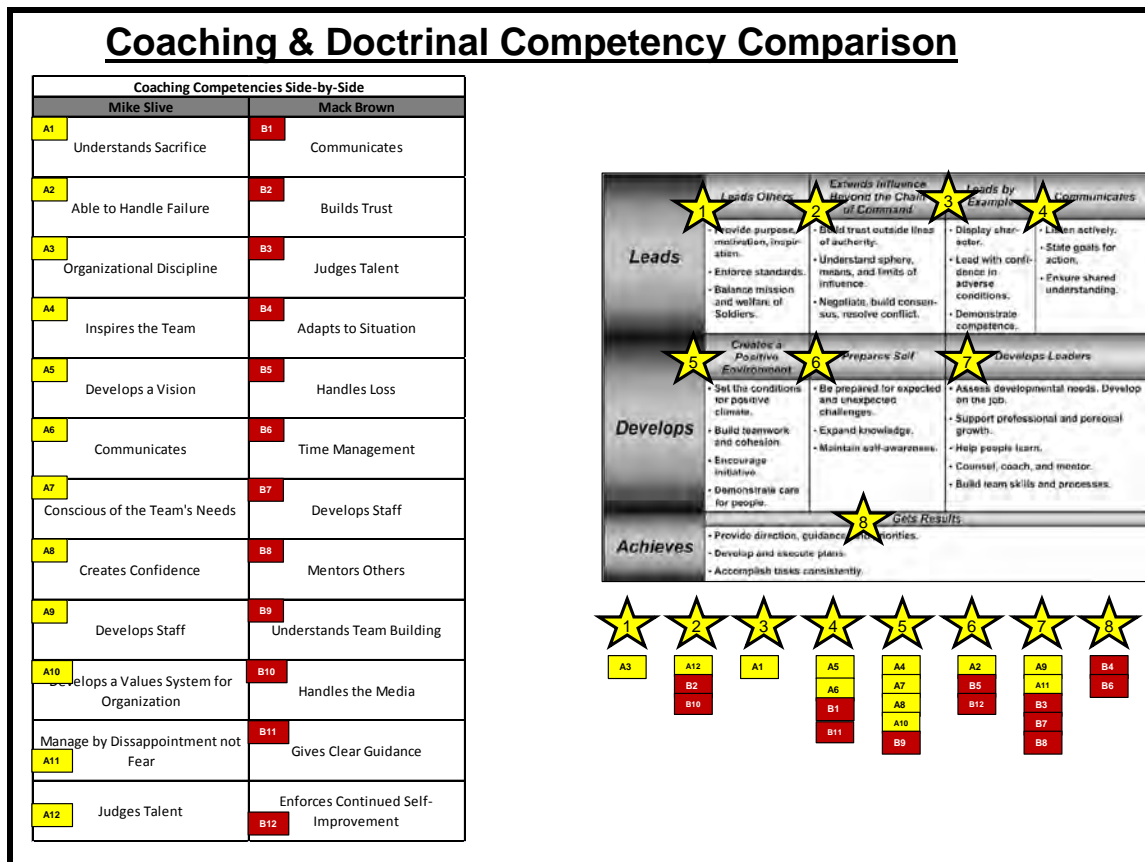


Figure 5. Collegiate interviews coaching and doctrinal competency comparison
Source: Created by the author with data from interviews with Commissioner Mike Slive and Coach Mack Brown; Headquarters, Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2008), 2-7.

Military Interview Points

As expected, the military interviews aligned with doctrine as both individuals had commanded at multiple levels and were knowledgeable and experienced in developing subordinates. Areas that stood out and that are not openly discussed in formations are the need to judge talent and the ability to identify those individuals who can be described as possessing “natural leadership” (Grigsby 2011). This is exactly what head coach Bill Walsh mentions when referring to judging future players. “It’s also the history of that

athlete; his ability to learn, retain, and apply what he has learned; and his ability to work under stress with other people” (Kerr 1997, 163).

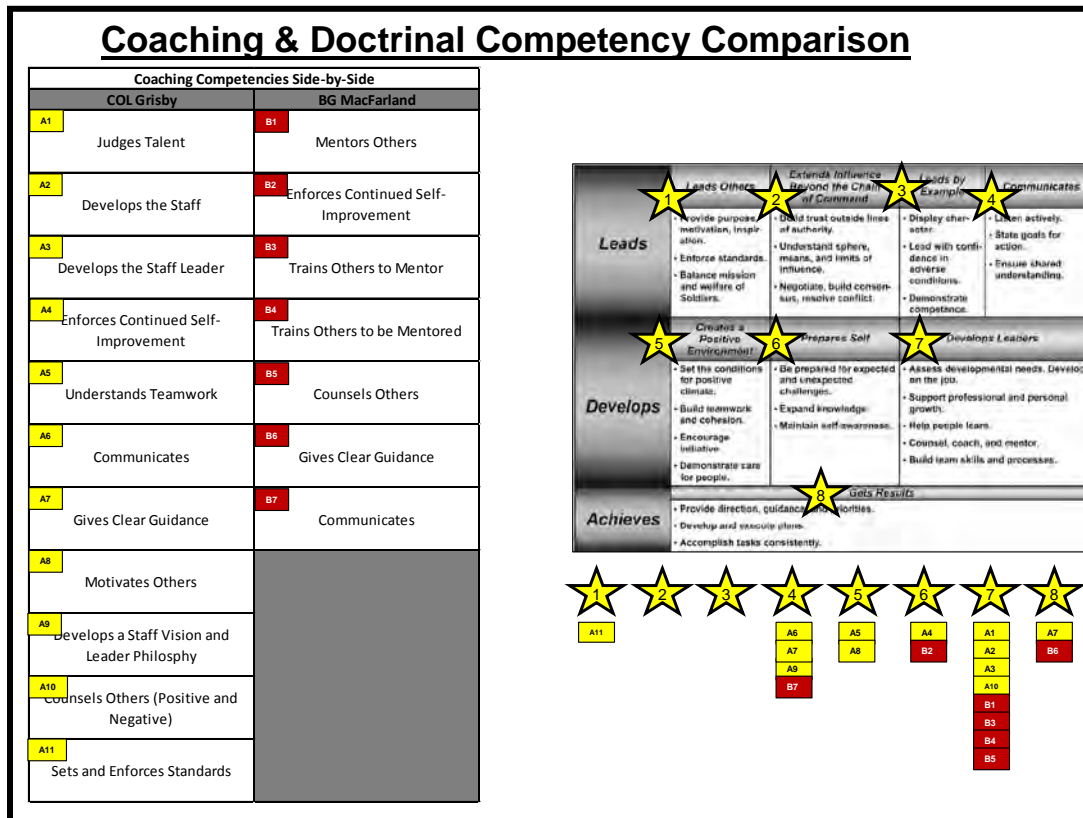


Figure 6. Military interviews coaching and doctrinal competency comparison
Source: Created by the author with data from interviews with Colonel Wayne W. Grigsby Jr. and Brigadier General Sean B. MacFarland; Headquarters, Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2008), 2-7.

Leader Competencies Commonality

The research shed light on several areas where commonalities were identified. From the coaches researched and the population interviewed the following competencies appeared in multiple instances; Judging Talent, Communicates, Develops Staff, Builds

Trust, and Gives Clear Guidance. These commonalities were also viewed in military interviews. The coaches reviewed and interviewed as none have studied doctrine, yet all exhibit competencies identified in Army leadership doctrine. Where Bill Walsh judges the talent of his coaches and players, Colonel Grigsby also judges the talent of his subordinate commanders and staff. Building Trust as stated by Bobby Bowden, Lou Holtz, and Mack Brown clearly aligns with the Builds Trust component of *Extends Influence Beyond the Chain of Command* as it is noted in Field Manual (FM) 6-22, *Army Leadership*. As in any formation, effective communication and having the ability to give clear guidance is paramount for an organization to achieve success. Coaching and commanding both require these competencies.

Other Noted Competencies

Two competencies were noted that are not explicitly found in Army doctrine: Handling the Media and Handling Failure. Coaches Bowden and Brown both stated that handling the media was an essential part of being a head coach at a major university. Both stated that not shying away from the media, remaining approachable, and being open and honest was the best policy. During his interview, Coach Brown stated that when he took the reigns at the University of Texas he was told that he would have to deal with the Texas media, especially if he had a losing season; he had to develop a media plan (Brown 2011). As the leader of a nationally recognized organization he could not shy away from media engagements. It was a given that he would have to deal with the press. Military commanders may have a tendency to shy away from the media, but as Coach Brown learned, they must be prepared for continued engagement with them.

Handling Failure is closely related to the “Leader with Presence” attribute and its associated attribute of “Resilient” Doctrine states that the resilient leader shows, “a tendency to recover quickly from setbacks, shock, injuries, adversity, and stress while maintaining a mission and organizational focus” (Department of Defense 2006b, A-10). Though addressed later in the paper, this is an area that requires further emphasis in formations. Seeing how a formation commander and a college coach handle failure and loss will never evenly match up. Coach Brown noted when he spoke with General Odierno during a USO visit, the subject of dealing with loss came up it became apparent that the military’s version of loss may end in the death of a soldier where as a coach may deal with player receiving an injury or even the loss of a big game. The outcomes are clearly different; however, there is much to be said about discussing the event and how to manage the emotions associated with the event. Coaches and commanders could easily share their experiences when handling a loss and the effects that are felt on their teams and formations.

The Commander as the Coach Developing the Staff

Where the two military interviews showed difference was when the topic of commanding officers as coaches was discussed. Their thoughts on how to get the best result were different as their approaches came from differing points of view, one being more mentor focused, with the other being more coaching focused. This could be construed as passive versus active styles of developing subordinate leaders. Either way the outcome of a trained and effective formation would be still be possible. Commanding officers may tend to lean towards actively coaching their formations and staffs, but it

would depend heavily on their leadership style. Two areas that will be explored are the idea of coaching formation staffs and mentoring formations staffs.

Coaching formation staffs begins with developing the concept of the “staff leader.” Under this concept the staff leader development is focused into three areas:

1. Leading and Influencing Peers
2. Leading Superiors
3. Leading from Behind, Below, and Beside (Grigsby 2011)

Essential to developing these staff leaders is the commander’s own competence as a staff officer as well any technical expertise that his formation may specialize in, such as those skill sets found in the artillery and intelligence communities for example. As earlier discussed the commander will have to judge the talent of his staff, on an individual basis if possible, before beginning any training evolution. When determining the quality of the staff the commander may choose several indicators of overall potential. Similar to what a head coach or even a conference commissioner looks for in his own staff, commanders may consider the following questions:

1. How energetic is the officer?
2. How much passion do they have for their job?
3. Do they have initiative?
4. Do they have the ability to work off of basic guidance and still produce?
5. Are they loyal to the organization/unit? (Slive 2011).

Additionally Coach Bowden stated that he looked for the following traits in his staff; Loyalty, Assertiveness, Creativity, Drive, and Teamwork. Bowden is quoted as saying: “I’ve always felt that you don’t want sameness on the staff. If everybody is a Vince

Lombardi type, then you're going to have coaches running all over each other. If all of them are meek, then you're going to have a staff with no backbone. But if you get a mix of go-getters and quiet ones, they'll blend together. And you often end up with a whole greater than the sum of the parts" (Bowden 1996, 199). It's within this group that staff leader may emerge.

When coaching the staff, the commander may also want to consider his own leadership style and whether he's pushing too much of it onto his subordinates. Conversely, he may have to consider that if he is pulling too much on the staff's inherent ability to lead: the commander's expectations on the staff's leadership abilities may not be met. In the end, there needs to be balanced approach for increased efficiency and performance. As noted by coach Bowden and also during the interviews with Commissioner Slive and Coach Brown, leaders must learn how to manage fear as well learn how best to apply it to a formation or organization. Noted during the literature review, fear can paralyze individuals and organizations alike, how it is managed can determine the difference between success and failure. Not allowing emotions to control the situation was paramount to seeing things through to an acceptable outcome. The leader must determine if the cost of success is worth the use of fear as a motivator. Additionally the leader must be prepared to coach the staff when handling a loss. As Coach Brown stated, "You can't let one loss beat you twice" (Brown 2011). His point was that though the team suffered a loss, the leader was ultimately responsible for ensuring the whole team rebounded. He noted that leaders should address their staffs following a loss and that at a minimum an after action review (AAR) should be conducted. Coach Brown also noted that leaders must grade evenly, weighing losses and

wins evenly. His concern was that leaders may put unwarranted emphasis on the loss, especially when dealing with the staffs. These points could apply to any commander and staff throughout the Army.

There is a view that the commander may only mentor the staff. Referring to the definition this implies that the staff reciprocates the mentors approach. For this approach to be successful the commander may need to identify additional mentors outside of the chain of command, essentially developing an active mentor program (MacFarland 2011). It was felt that commanders and officers in general were not equipped to coach as defined by doctrine; they lacked the technical skill and know-how to be as effective as their noncommissioned officer (NCO) counterparts. Keeping with the idea of the officer as the generalist, the commander having directed the implementation of a mentoring program would focus more on ensuring that the mentee learns how to be mentored. This appears to be similar to teaching the student how to learn as opposed to what to learn. Key to this is identifying the best practices and avoiding any worst practices all while teaching the mentee to help himself (MacFarland 2011).

Both camps, coaching and mentoring, are valid methods for improving the performance of an organization, especially the formation staff. The counterpoint to the effectiveness of the mentor-only method is that if the mentor is not competent as a staff officer and technically competent in their particular specialty, it will hinder the relationship. The mindset of a coach requires the leader to excel at all facets of the organization before ascending to the next level. Doctrine supports this notion with the Leader Requirements Model.

Time as a Factor and the Decision to Develop Others

Time is a factor that will affect a leader's decision to actively coach his staff. In the *Harvard Business Review*, authors James Waldroop and Timothy Butler concede that time plays a major role in an executive's decision to develop their staff. They noted that, "given the pressures on them from their boards and from Wall Street, most executives focus on their attention on the business in the near term and don't have a great deal of time to spend on building warm and fuzzy relationships with their subordinates" (Waldroop and Butler 1996, 114). This is a relevant point because the typical executive in corporate America is only in position for short period of time, similarly the length of time a commanding officer may lead a formation is also relatively short, especially when compared to that of collegiate head coaches who are signed to multiple year contracts. How the perceived time limit may affect the decision making regarding developing subordinates is inconclusive. This is vastly different from the collegiate football coaching atmosphere where head coaches are brought in with the intent of staying and growing the program. Time is still relevant in collegiate coaching even though outside elements will apply pressure to achieve quick wins. Regardless, the coach is still afforded time to restructure the program based on the goals he has laid down. Formation commanders may feel pressured to produce before their units have maximized their performance. The ARFORGEN Cycle is intended to mitigate this effect, but the rigors of the Army's current operational commitment will continue to ensure that units are deployed at an expedited pace. Commanders will continue to debate the time management issue and its effect on leader develop, especially regarding the staff. With this effect of time the commander has only two choices regarding leader and staff development:

1. I commit time and resources to training my staff / I coach them.

2. I don't commit time and resources to training my staff / I take risk.

Understanding the effects of time on an organization, especially the staff, Coach Brown stated that sometimes the leader may have to ask the staff when they need to be coached. His hope here is that his coaching staff is concerned about improving itself and has the wherewithal to approach him about their shortcomings (Brown 2011).

Other Factors

Other factors noted during the research that would impact leader development included those intangibles found within in many organizations. These may include but are not limited to the history of the organization, organizational traditions, as well as the organization's public relations. In the case of the Southeastern Conference, the Commissioner's staff sought ways to inculcate strong values across the entire conference while simultaneously working to positively brand the conference internally as well externally (Slive 2011).

Though not widely discussed in this manner in today's formations, coaches must be conscious of the individual's needs, both of the players and the staff. Coaches should not put subordinates in a position that they can't support or sustain over the long haul. Several other coaching techniques that may assist formation commanders may include but are not limited to:

1. Management by "disappointment" instead of "fear" where the commander does not have to lead by intimidation, rather he has built a staff that wants to deliver success to him knowing that they are working for his approval, not solely to avoid punishment (Slive 2011).

2. Staff's "Friend" vs. Staff's "Boss" where the commander is approachable while simultaneously maintaining the professional boundary as the senior officer in the formation (Slive 2011).

3. Lead within your personality where all leaders maximize their innate interpersonal skills to lead their formations. Leaders are not trying to become someone they are not (Brown 2011).

Another area of interest that was noted during the research related to the fact the head coaches get to recruit their teams, bringing in the talent, both players and coaching staff, whereas military leaders do not. It is possible to have individuals brought in on a case by case basis, but you will never see a commander have the recruiting and manning control like that of a top tier team such as the University of Texas. Former Secretary of Defense Donald Rumsfeld famously stated that "you go to war with the Army you have, not the Army you want." Though in a different context, this quote appropriately reinforces the fact that military leaders must work with the personnel given; they must become better coaches in order to "bring out and enhance the capabilities of already present in an individual or organization" (Department of Defense 2006b, 8-13).

Summary

The analysis shows that college football coaches and Army leaders share many of the same competencies. Again this is interesting as collegiate football coaches have no formal leadership doctrine, nor do they attend professional schools designed to improve their leadership abilities, such as the Captains Career Course (CCC) or Intermediate Level Education (ILE). Additionally there were some competencies and attributes that the coaches identified that are not necessarily addressed in leadership doctrine. By presenting

the research material and comparing it to Army doctrine the analysis was able to support the conclusion and recommendations for further research found in chapter 5.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

If anything goes bad, I did it. If anything goes semi-good, we did it. If anything goes really good, then you did it. That's all it takes to get people to win football games for you.

— Paul “Bear” Bryant
Head Coach University of Alabama

Introduction

This study sought to examine the techniques employed by head coaches in the development of their assistants and staff, exploring how coaches influence leader development in athletics. By conducting a comparison of current doctrine and coaching techniques; the paper sought to identify key differences and uncover common practices shared by both the head coach and the Army leader. As stated earlier, within any organization, leader development is essential for success. Army doctrine dictates that leaders are developed in three distinct domains; Operational, Institutional and Self-Development, otherwise known as Training, Education and Experience (Department of Defense 2011b, 2-6). Doctrine also supports the notion that the Army is a “leader factory”; developing leaders at all levels, ensuring growth and success across the board. How do we develop leaders? And can we use techniques developed and utilized by collegiate head coaches to enhance our capability to develop effective leaders?

Strength of Leadership Doctrine

The outcome of the research shows that the coaching population reviewed shares many common denominators with the formation commanders regarding leader attributes

and competencies. They also saw the importance of developing solid staffs as an essential part of achieving team goals, much like our formation commanders do today. With this in mind, the striking take away is that despite bringing over a combined 150 years of coaching experience, they offer no great insight for improving leader development. This is by no means a negative position; rather it shows just how solid and detailed the current Army leadership doctrine is. How the two pools parallel each other is interesting, and could drive further research into the methods used by coaches to develop their staffs and teams.

Commanders as Coaches

The subject of commanders as coaches will drive further debate as was noted during the military interviews. The two existing camps: one with commanders as mentor, not coaches, and one with commanders as coaches who mentor will agree on the role of the commanding officer's responsibility for leader development. However, they will have varying views on its execution. The divide as noted during the interviews hinged on the subject of officers having enough technical and tactical expertise to effectively coach subordinates. Since it was felt that only the non-commissioned officer possessed the required skill, the commander would best serve as a mentor do to the lack of technical expertise and experience. This is a valid argument, but it can be argued that commanders coach every day, communicating goals, building a sense of team, assessing performance and giving guidance along the way. Doctrine will show that successful development of leaders requires that they develop and expand knowledge within their technical areas. In Field Manual (FM) 6-22, *Army Leadership* under the "Leads" competency, and "Prepare Self" you will find "Expands knowledge of technical, technological, and tactical areas."

This is further defined as the individual's responsibility to keep informed on relevant policy and doctrinal changes as well as maintaining a working knowledge of systems and capabilities within a specified field (Department of Defense 2006b, A-7). The point may lend itself to supporting the view that commanders may in fact be the best coaches as not only are they expected to have technical and tactical expertise, they will also have a much wider scope. It is clear what competencies and skills are required, but there is still a lack of doctrine to instruct how coaching should be conducted.

Recommend Development of Coaching Techniques, Tactics and Procedures (TTP)

This researcher recommends that development of coaching techniques, tactics and doctrine be incorporated into leader development. Both Field Manual (FM) 6-22, *Army Leadership* and Army Regulation (AR) 600-100, *Army Leadership* lay out what is required of the individual but they lack direction in the practical applications. Providing developing leaders with doctrine on applying coaching techniques to formations would be beneficial to the Army. Where other field manuals have supplemental TTP manuals, so too should Field Manual (FM) 6-22, *Army Leadership*. Additional instruction as part of professional military education is also recommended. A suggestion would be to develop a program of instruction (POI) for the Captain's Career Course (CCC) and Intermediate Level Education (ILE) on the application of coaching techniques. The ILE instruction would focus on the development of coaching techniques for application as the "Staff Leader." The benefits of inclusion into the curriculum would outweigh any of the cost as the results would be field grade officers be prepared to execute their roles as staff

primaries within formations. The amount of institutional knowledge possessed by the professional officer and noncommissioned corps should be captured in written form.

Time and the Affect on Leader Development

Time is a limited and finite resource that if not properly managed will affect a commander's ability to achieve those goals set during the development of a unit's planning guidance. A commander's task will never diminish throughout command so it is imperative to weight efforts; determining where to weight the effort will be a matter of balance of risk and reward. It may be unrealistic to expect command tours to be extended beyond the current two periods, especially with operating forces current tempo; however, the benefit could be in reducing the perceived constraint on time and training objectives. The idea that there is not enough time to properly coach the staff could be mitigated as the commanders would feel that they have a longer period to impart their influence on the formation and subordinate leaders, staff leaders included. We want commanders who will commit time and resources to training the staff, actively coaching them.

Recommended Additional Research

It was originally intended to compare and contrast "coaching trees" to a military equivalent "command tree" but during the initial research phase it was determined that there was not enough literature to support the analysis. Understanding the concept of the "coaching tree" could provide some insight in trying to determine a recipe for success for commanders.

"Coaching tree" can be defined as a depiction of relationships formed between coaches, similar to that of have a family tree. Defined in two separate ways; one being

where a coach has served as an assistant or staff member of another head coach for at least one season, the other way being the sharing of philosophical influence between a head coach and an assistant (Wikipedia, Coaching Tree).

It is assumed that influential leaders who are effective coaches will leave an impact on their profession long after their subordinates have moved on or they have retired. By virtue of imparting a leadership style on a subordinate the coach has ensured his legacy is preserved. Tracing this legacy is possible by use of a “coaching tree,” similar to that of a family tree that charts relationships, where we can trace the lineage back to a certain head coach. There are several different ways to define a relationship between two coaches. The most common way to make the distinction is if a coach worked as an assistant on a particular head coach's staff for at least a season then that coach can be counted as being a branch on the head coach's coaching tree. Coaching trees can also show philosophical influence from one head coach to an assistant (Wiki, Coaching Tree). Being a part of a coaching tree is a good indicator of future success, but it may not always guarantee it. This additional research could help define relationships between commanders and past subordinates and to investigate the assumption that if having served for a successful commander, the subordinate would also become successful.

Summary

In summary, the research confirms that our leader development doctrine is effective in defining what competencies and attributes the developing leader should possess. Improving how best to apply these competencies and attributes to leading formations is an area that should be further studied. Understanding that doctrine is not

meant to pin a leader to a certain way of doing business, we should still seek to do better job at showing “how” future leaders can apply sound leadership principles.

APPENDIX A
INTERVIEW BIOGRAPHIES

Commissioner Michael L. “Mike” Slive

Commissioner Mike Slive is the Commissioner of the Southeastern Conference and seventh overall in conference history. Commissioner Slive is a graduate of Dartmouth College where he received his Bachelor of Arts in 1962. Following undergraduate degree at Dartmouth, Commissioner Slive attended the University of Virginia, receiving his Juris Doctor in 1965. He has additional schooling at Georgetown University and was an E. Barrett Prettyman Fellowship in Trial Advocacy. Commissioner Slive’s athletic administration experience began at Dartmouth College where he was the Assistant Director of Athletics from 1968 to 1969. Later he served as the Assistant Executive Director, Pacific-10 Conference from 1979 to 1981, followed next by becoming the Director of Athletics for Cornell University from 1981 to 1983. He was nominated and served as the Commissioner, Great Midwest Conference from 1991 to 1995, which was later followed by selection to be the Commissioner of Conference USA from 1995 to 2002 . Commissioner Slive has been the Commissioner of the Southeastern Conference since 2002 (Southeastern Conference 2011).

Mack Brown

Mack Brown enters his 14th season as the head coach of the Texas Longhorns. With a mark at Texas of 133-34 (.796), the 2008 Bobby Dodd National Coach of the Year and the 2009 Big 12 Coach of the Year has elevated the Longhorns program to new heights. The 2005 Paul W. "Bear" Bryant National Coach of the Year award winner, and coach of the 2005 BCS National Champions, he is one of a handful of coaches in the

history of college football to lead two separate programs to a Top Five national finish. A member of the Longhorn Hall of Honor, Brown is the only the second coach in UT history to reach the 100-win plateau at Texas, joining Darrell Royal. He also became one of only six active coaches at NCAA Football Bowl Subdivision (FBS) schools who have won 100 games at their current school. Of the 69 coaches that have ever won 100 games at the same FBS school, Brown is the 12th fastest to reach the century mark (124 games) and the fourth-fastest among active coaches. In 2008, he reached 200 career victories, making him just the 19th coach who has spent at least 10 years at an FBS school to do so (MackBrown-Texas Football.com 2011).

Colonel Wayne W. Grigsby Jr.

Colonel Wayne W. Grigsby Jr. currently serves as the Director of the Mission Command Center of Excellence (MC CoE), Combined Arms Center at Fort Leavenworth, Kansas. The MC CoE oversees the Combined Arms Center Doctrine Directorate (CADD), Center for Army Lessons Learned (CALL), Capabilities Development Integration Directorate (CDID) and Army Irregular Warfare Fusion Center (AIWFC). Colonel Grigsby's prior assignments and deployments include serving as the Director of the School of Advanced Military Studies Program at Fort Leavenworth; Chief of the International Security Assistance Force (ISAF) Joint Command's Future Operations Cross-Functional Team in support of OPERATION ENDURING FREEDOM; Joint Operations Division Chief in the J33 Joint Staff; Commander, 3rd Heavy Brigade Combat Team, 3rd Infantry Division, one of five surge brigades in Iraq during OPERATION IRAQI FREEDOM, and the Big Red One Division's G3 for two years, including combat operations in support of OPERATION IRAQI FREEDOM II. He

also served as Commander, 1st Battalion 26th Infantry Regiment in support of Combined Joint Task Force Kosovo and part of Army Forces Turkey, in support of OPERATION IRAQI FREEDOM; Aide-de-Camp to the Commander, XVIII Airborne Corps; and other command and staff assignments with the XVIII Airborne Corps and the 82nd Airborne Division (United States Army Combined Arms Center 2011).

Brigadier General Sean B. MacFarland

Brigadier General Sean MacFarland is the Deputy Commanding General for Leader Development and Education of the US Army Combined Arms Center at Fort Leavenworth, Kansas. He is also the Deputy Commandant of the Command and General Staff College at that location. He was appointed to the US Military Academy from New York and graduated in 1981. He served as a Cavalry officer in the 3rd Armored Cavalry Regiment at Ft. Bliss, Texas and in 3rd Squadron, 12th US Cavalry in Buedingen, Germany, where he commanded Troop A, patrolling the Fulda Gap. He served as Deputy Regimental S3 of the 3rd Armored Cavalry Regiment during Operation Desert Shield/Desert Storm. As a Major, he served as Operations Officer of 3rd Squadron, 4th US Cavalry in Schweinfurt, Germany and as Executive Officer of 1st Squadron, 4th US Cavalry in Bosnia. As a Lieutenant Colonel, he commanded 2d Battalion, 63rd Armor Regiment in Macedonia and Vilseck, Germany. He also served as Chief of Future Operations for CJTF-7 in Baghdad, Iraq. As a Colonel, he served as the G3 of V Corps in Heidelberg, Germany before commanding 1st Brigade Combat Team, 1st Armored Division in Friedberg, Germany and in Iraq. In Iraq, 1/1 AD operated initially in Tal Afar before moving to Ramadi (United States Army Combined Arms Center 2011).

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